



Youth Violence Prevention

May 22, 2012

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Youth Violence Prevention

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New

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New

Introduction

When looking at key juvenile violent crime outcome measures, such as incidents involving guns and juveniles, juveniles involved in violent crime, firearm-related assault injuries to youth and young adults, etc. there have been dramatic improvements since 2006. Despite this progress, youth homicides have not dropped similarly and looking at the shots fired maps and data (slides 8 to 11) suggest there continues to be a culture of violence in many areas of the City.

To address youth violence in Minneapolis, the City and its partners developed the Blueprint for Action, a set of four goals and a mix of law enforcement and public health strategies to address the root causes of violence. Below are the four goals and a brief summary of progress on key strategies.

Connect every youth with a trusted adult

The City, Achieve Minneapolis and other partners have had great success engaging youth with job training and employment opportunities through the STEP-UP program. This engagement has also come with a steady flow of connections via the Career and College Centers in Minneapolis high schools. Another positive sign has been the increased participation of youth in after-school activities.

Intervene at the first sign that youth are at risk for violence

Identifying and providing early intervention with youth who take initial steps down the wrong path has become a key youth violence prevention strategy. Through this work we have dramatically reduced teen pregnancy rates, become more focused on curfew and truancy and made strides in graduating more students. Minneapolis Public Schools and Minneapolis Police department have also worked very hard on reaching out to students and preventing crimes in schools through the School Resource Officer program.

Restore youth who have gone down the wrong path

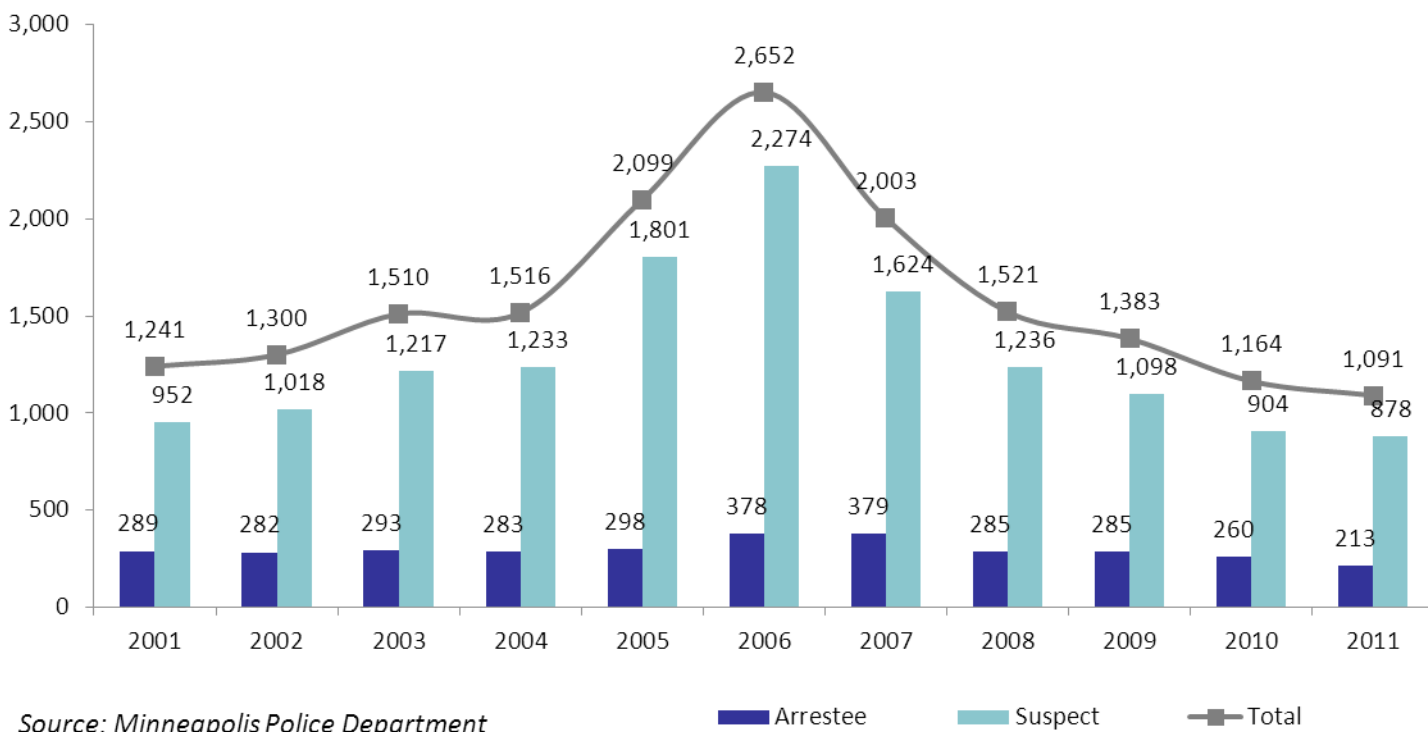
For youth that have gotten into trouble we have been very focused on getting those youth back on the right track with programs that actively reach out to students such as the diversion program and visits from the Police department's Juvenile Crime Apprehensive Team. Additionally, employment programs for gang affiliated youth, such as North4, are helping restore youth to a productive future.

Unlearn the culture of violence in our community

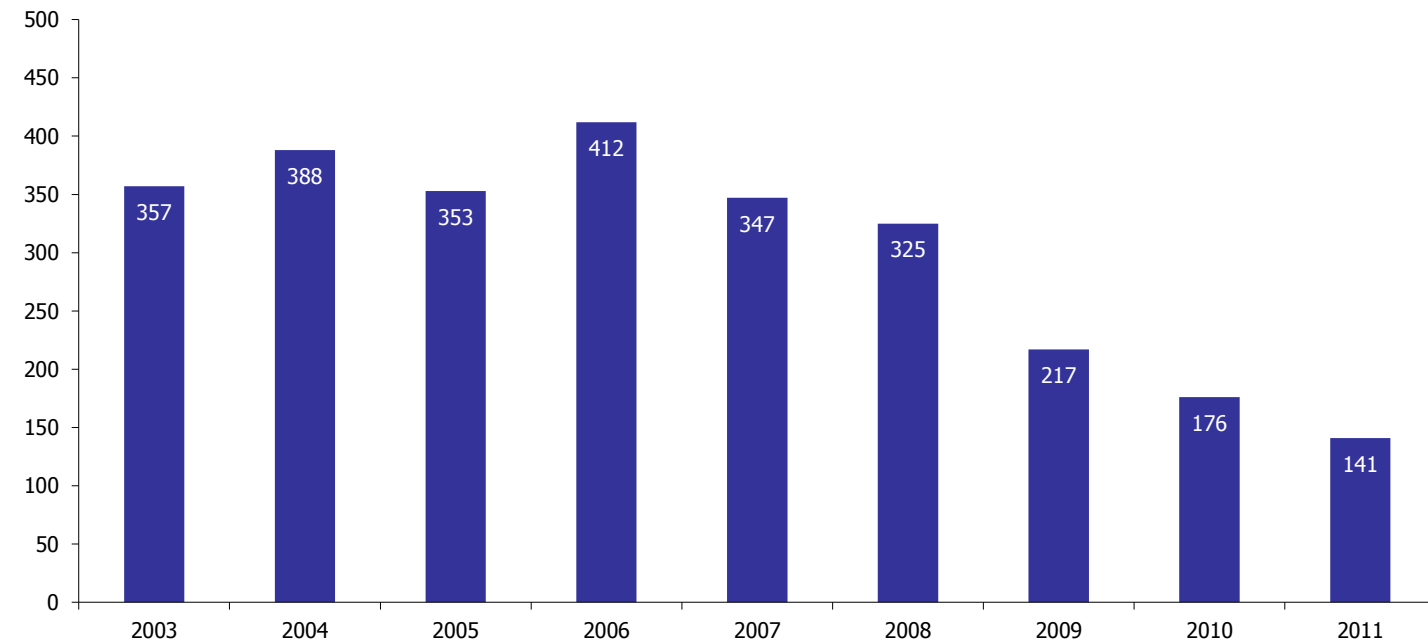
Finally, one of the overriding goals of the Blueprint is to unlearn the culture of violence. This goal and its related strategies are focused on creating a more positive culture for youth to experience.

The next eight pages of this report highlight some of the key youth violence prevention outcomes we are watching. Following these pages, the report is organized by the four goals (noted above) and related programmatic efforts.

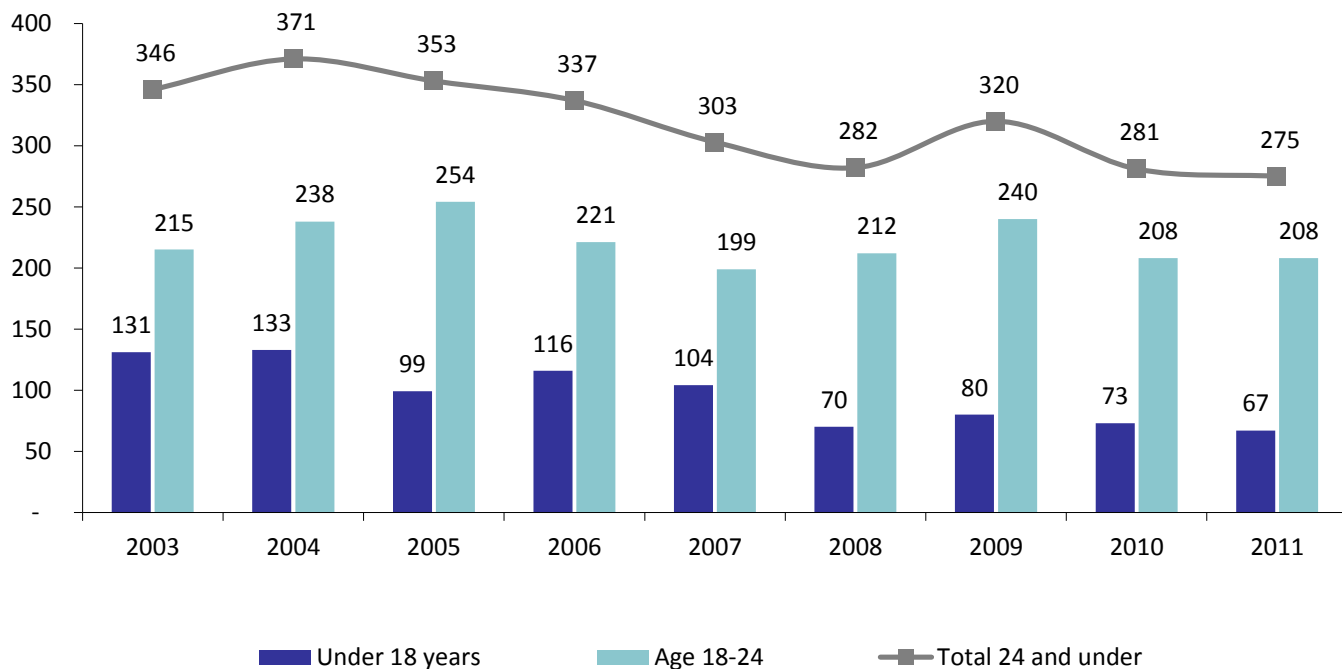
Juveniles Involved in Violent Crime (arrestees and suspects)



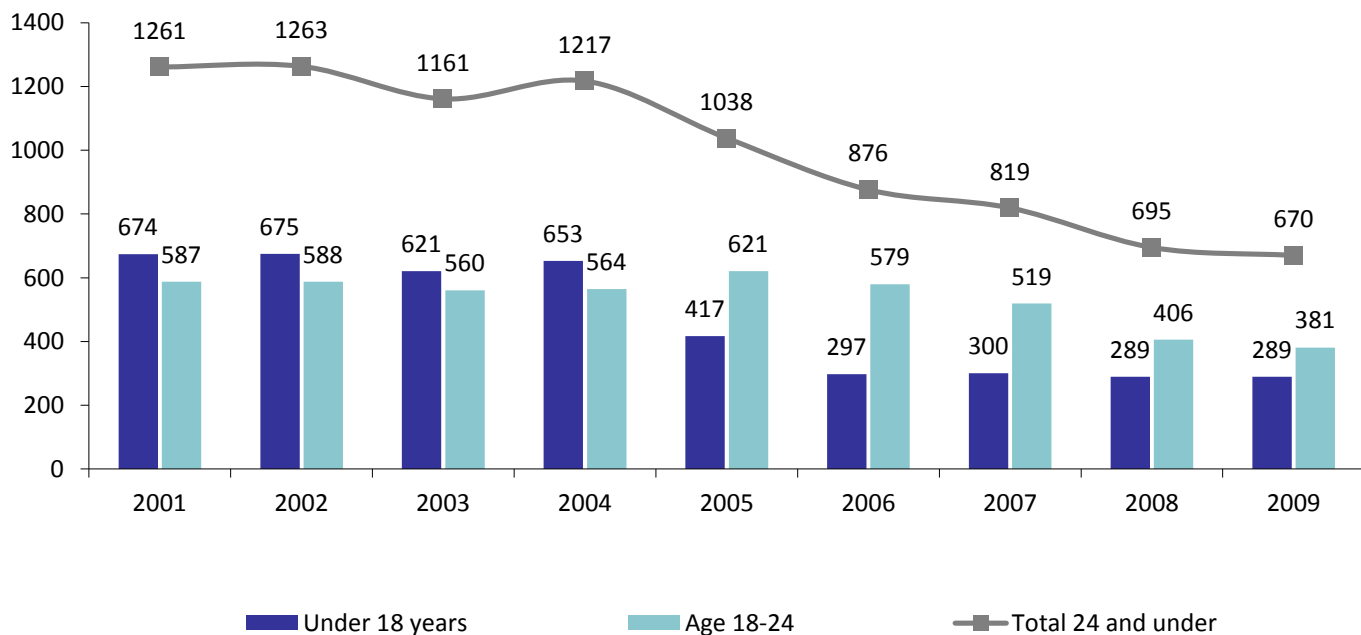
Incidents Involving Guns and Juveniles (Victim/Suspect/Arrestee) (2003-2011)



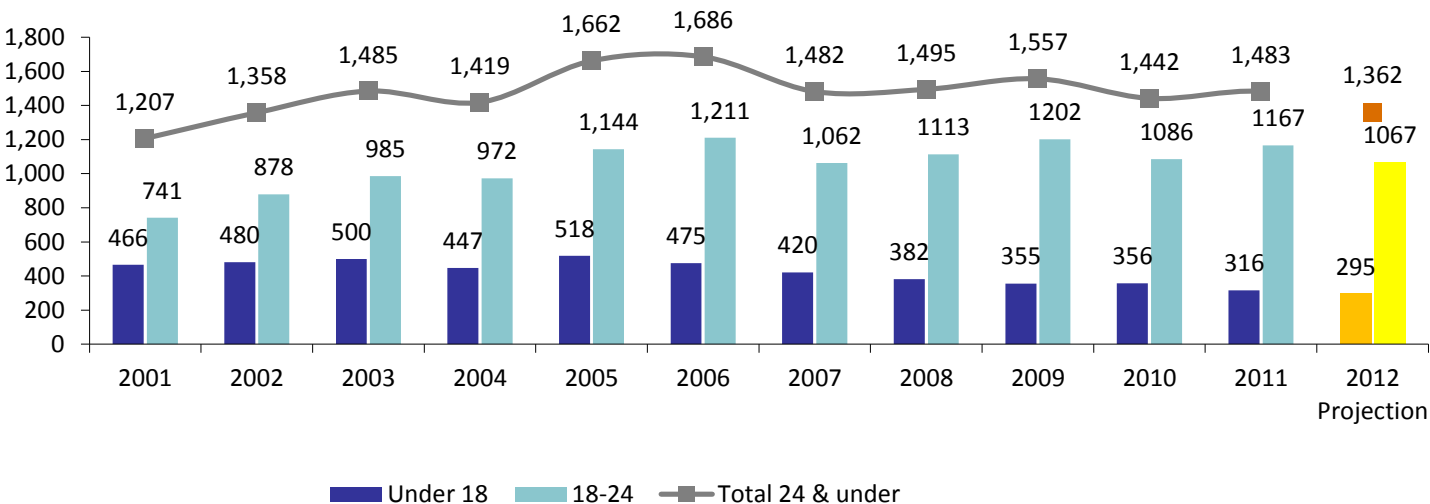
Number of Aggravated Assaults Arrests (2003-2011)



Number of Simple Assaults Arrests (2003-2011)



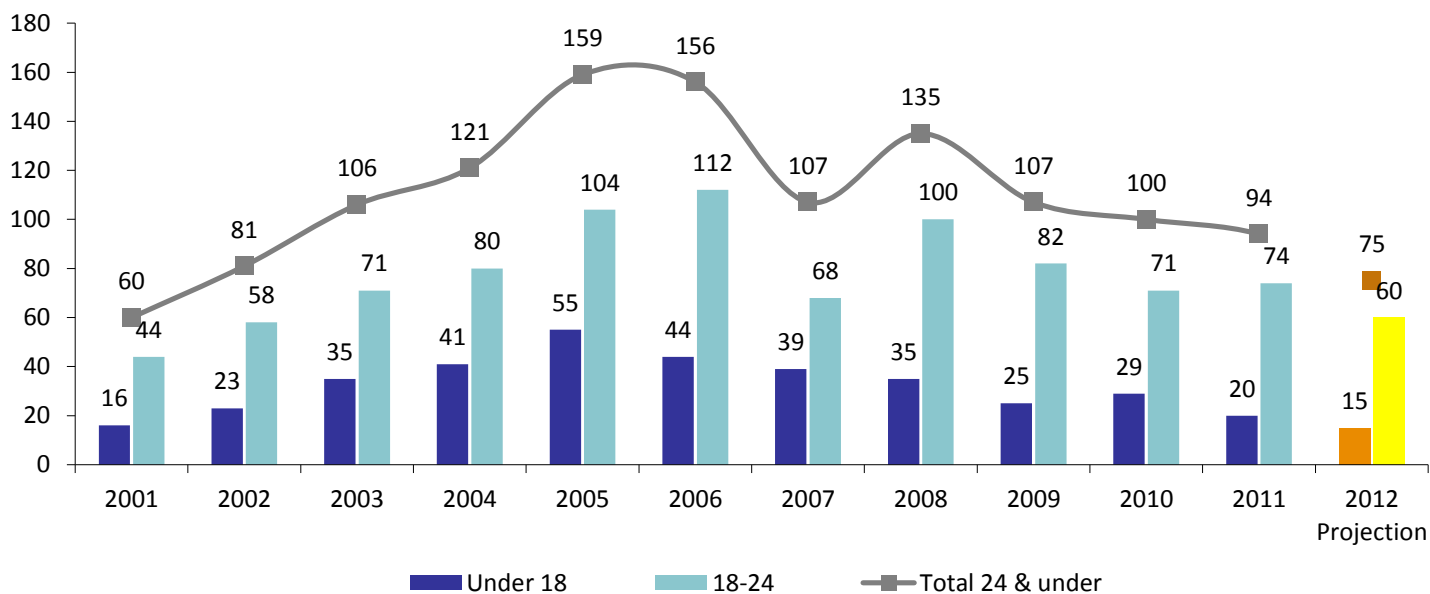
Assault Injuries Among Minneapolis Youth and Young Adults (2001-2011)



Source: MN Hospital Association; includes hospital in-patient and out-patient visits.

Projection is based on an average annual decrease over the last five years for under 18 and for 18-24 is based on returning to the 2007 level (or five years ago).

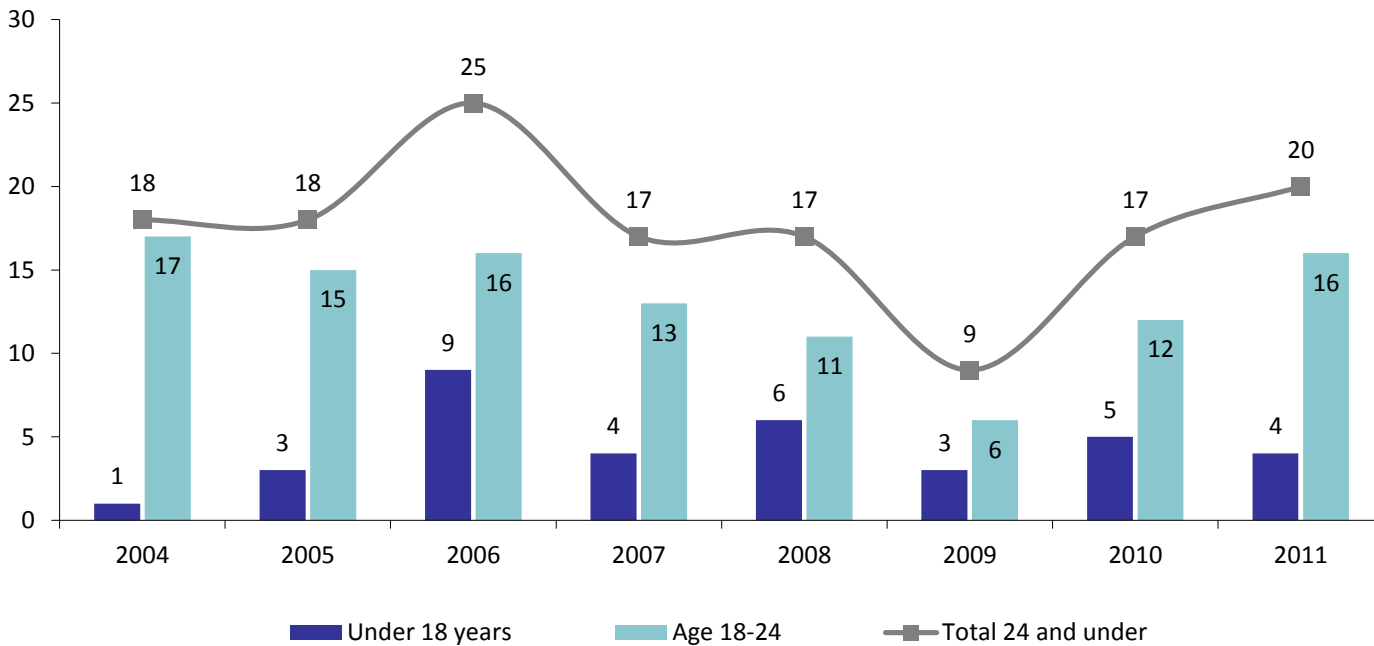
Firearm-related Assault Injuries of Minneapolis Youth and Young Adults (2001-2011)



Source: MN Hospital Association; includes hospital in-patient and out-patient visits.

2012 projection is the same as the previous 2011 projection.

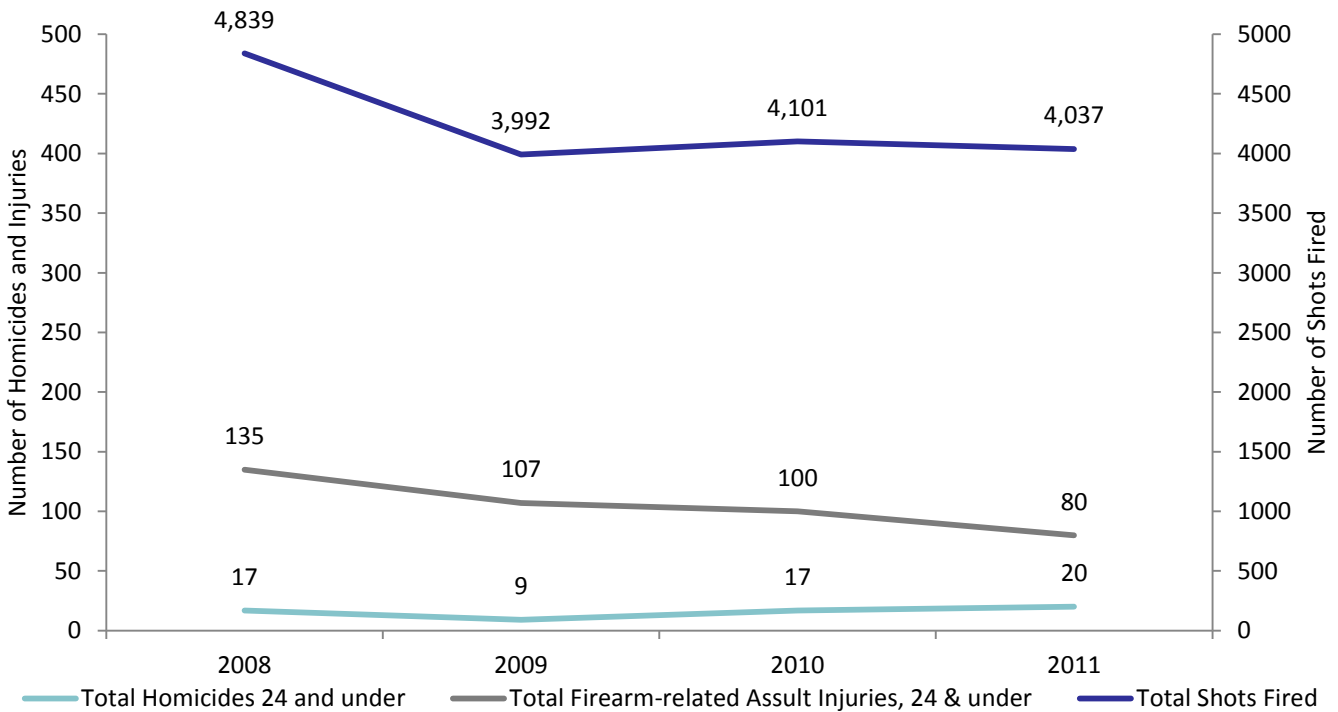
Youth Homicides Occurring in Minneapolis (2004-2011)



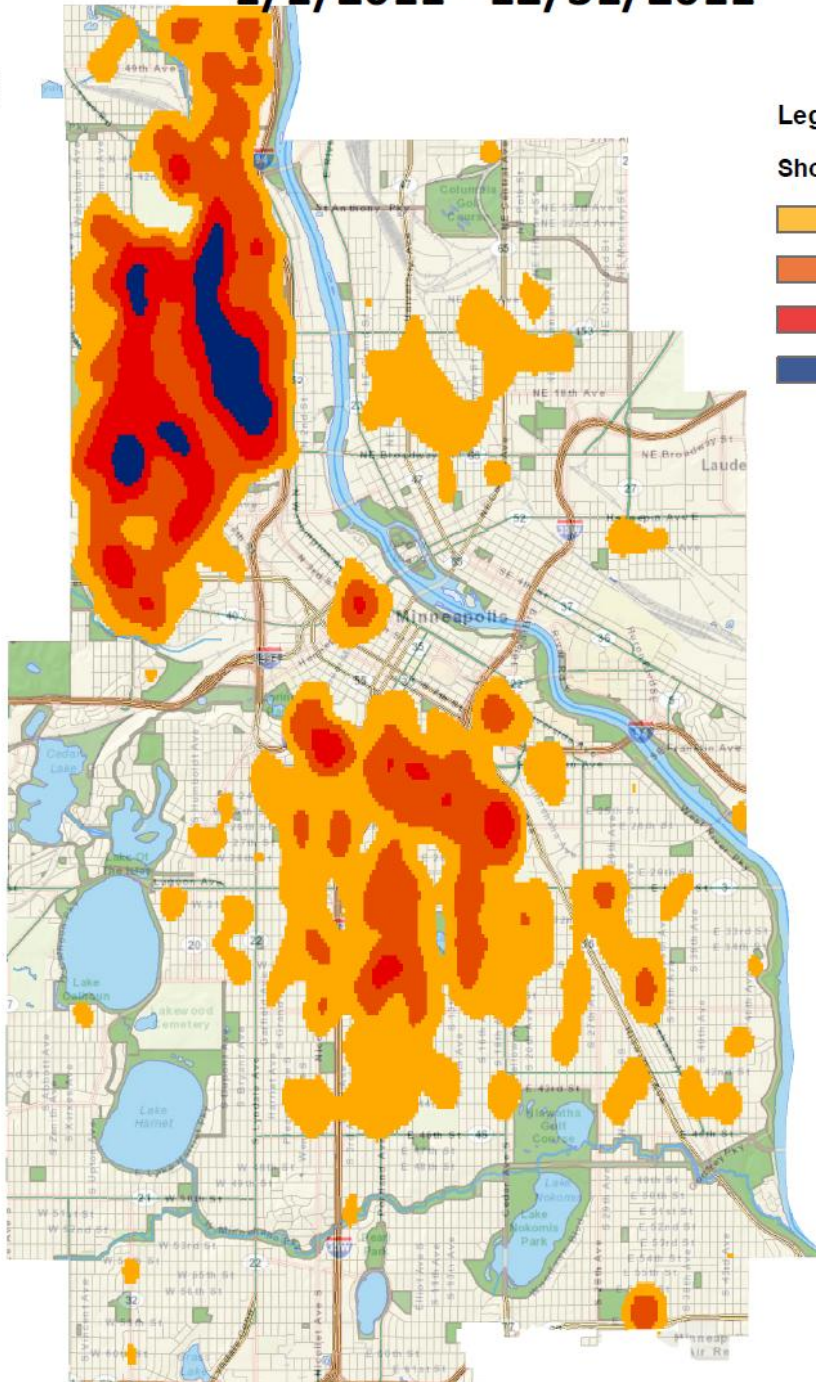
This includes deaths of juveniles by homicide within Minneapolis city limits.

Source: Minneapolis Police Department.

Shots Fired, Youth Injuries & Homicides



Minneapolis Shots Fired Density Map 1/1/2011 - 12/31/2011



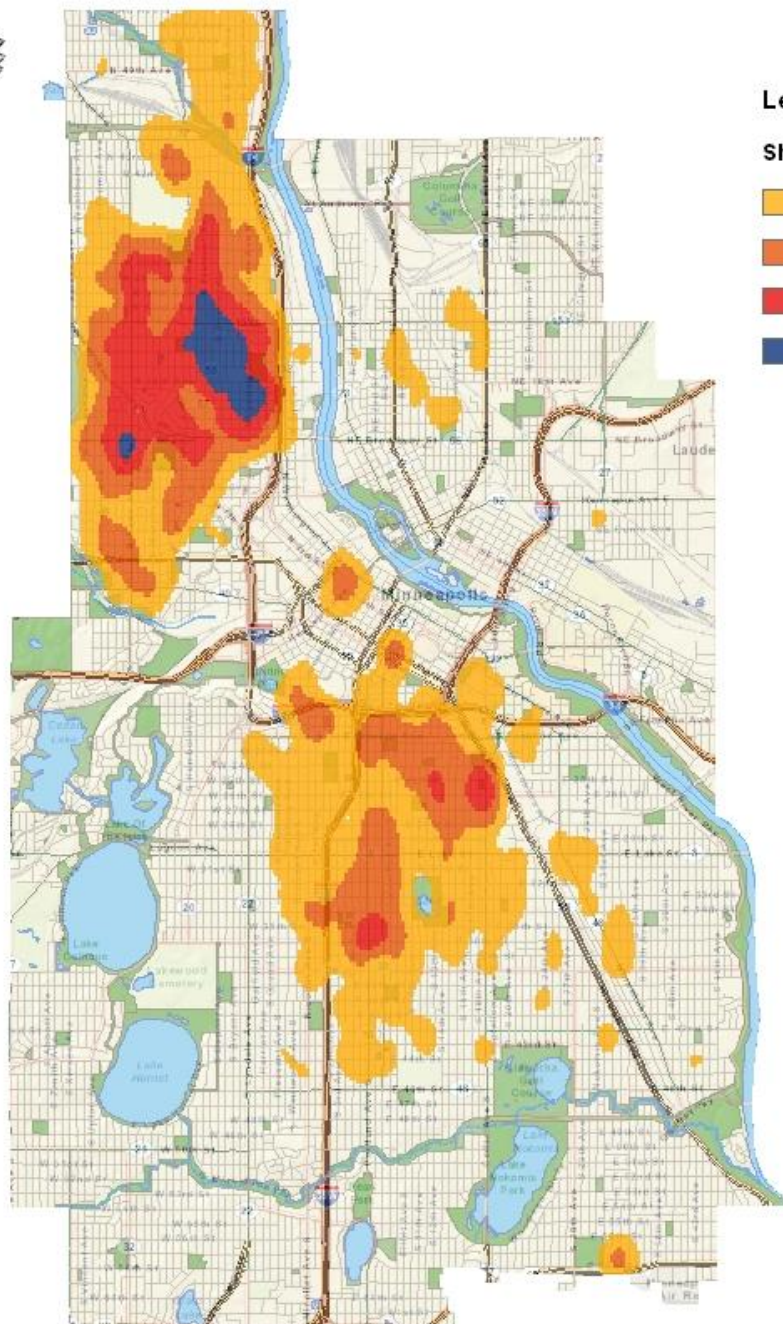
Legend

Shots/Shot Spotter Activation

- Low Density
- Medium Density
- Medium-High Density
- High Density

0 1 2 3 4 5 Miles

Minneapolis Shots Fired & Shot Spotter Activation Density Map 1/1/2011 - 12/31/2011



Legend

Shots/Shot Spotter Activation

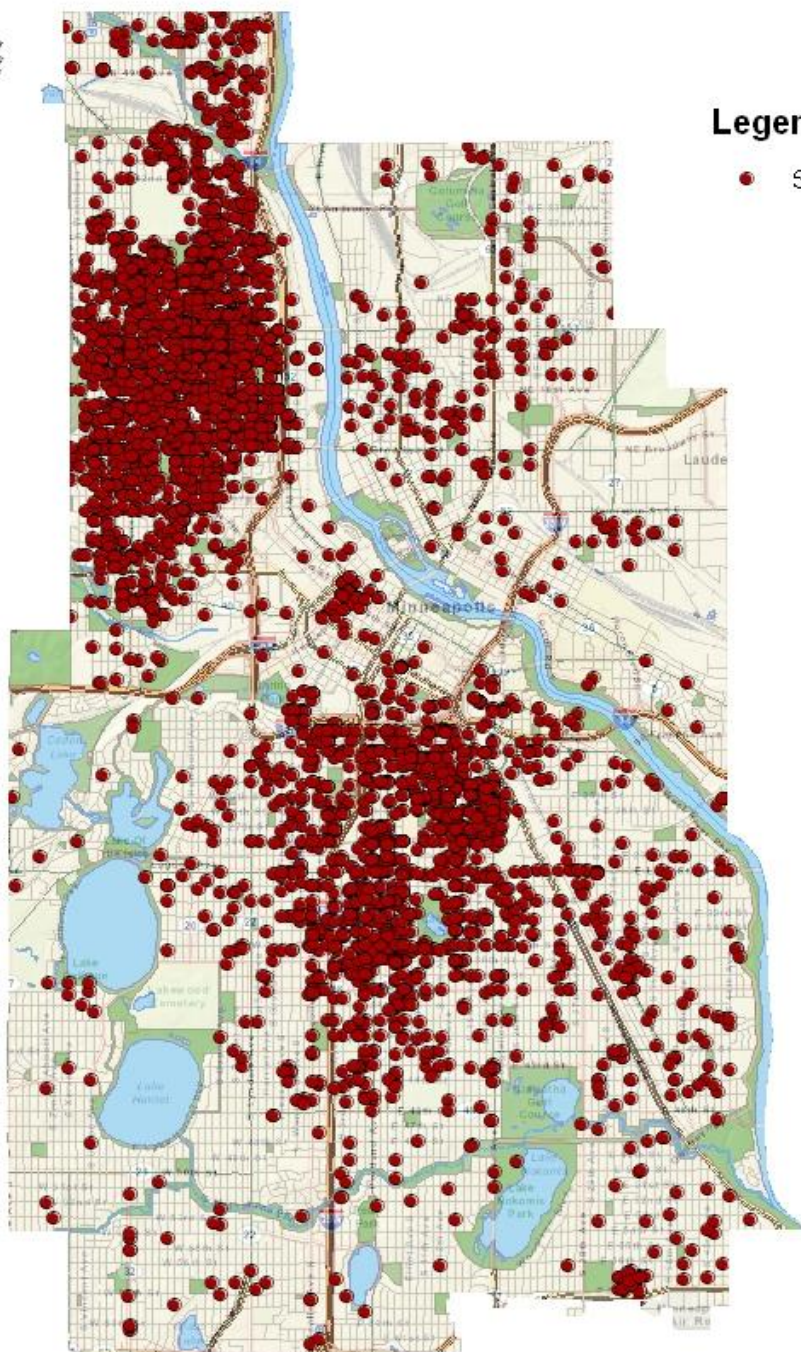
- Low Density
- Medium Density
- Medium-High Density
- High Density

0 1 2 3 4 5 Miles

Minneapolis Shots Fired & Shot Spotter Activation Call Location



1/1/2011 - 12/31/2011



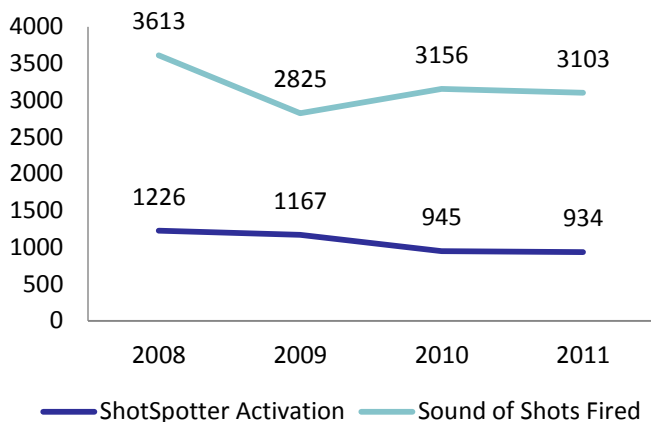
Legend

- Shots/Shot Spotter Activation

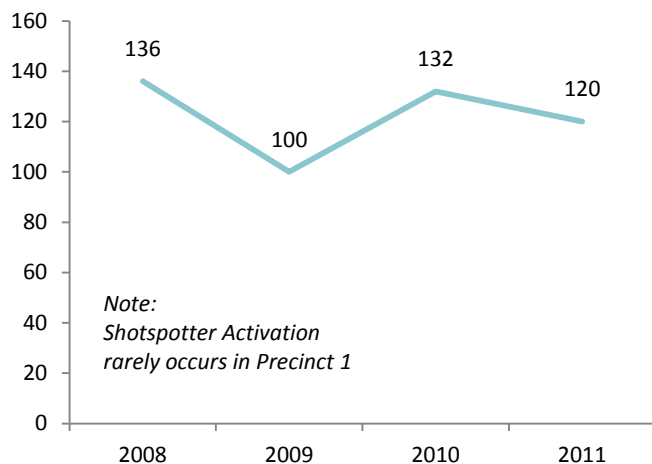
Detailed historic numbers by precinct are on next page.

0 1 2 3 4 5 Miles

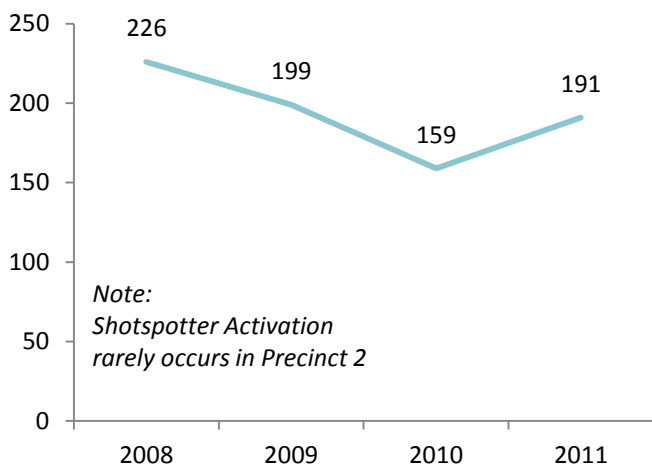
Sound of Shots Fired and Shotspotter Activations, All Precincts



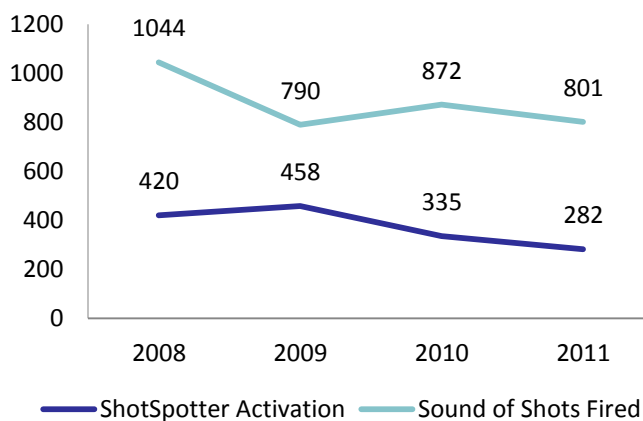
Sound of Shots Fired, Precinct 1



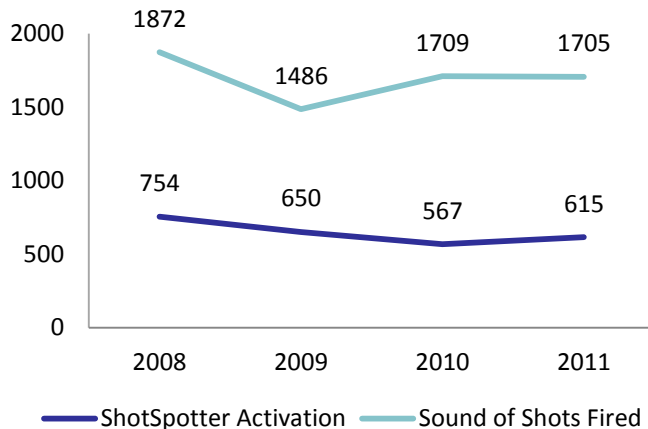
Sound of Shots Fired, Precinct 2



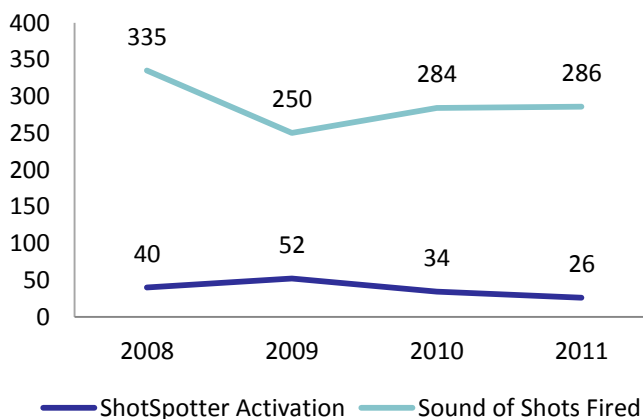
Sound of Shots Fired and Shotspotter Activations, Precinct 3



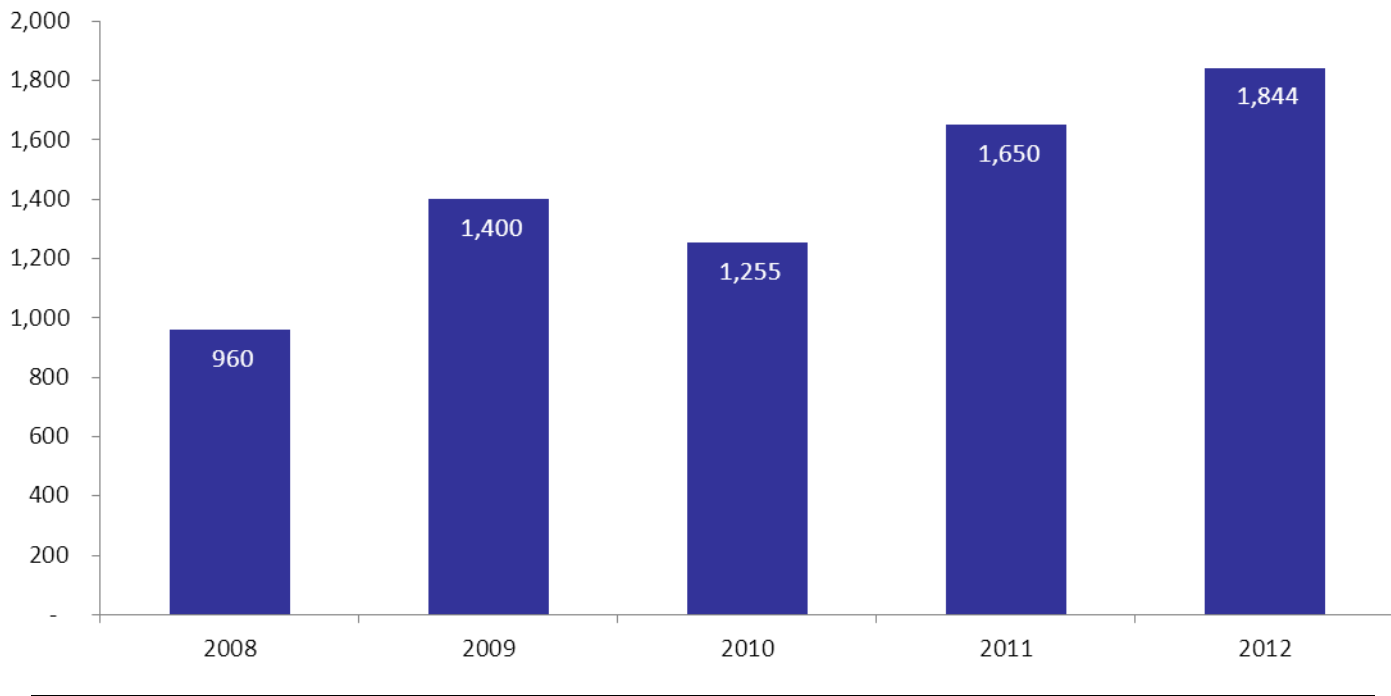
Sound of Shots Fired and Shotspotter Activations, Precinct 4



Sound of Shots Fired and Shotspotter Activations, Precinct 5



GOALS

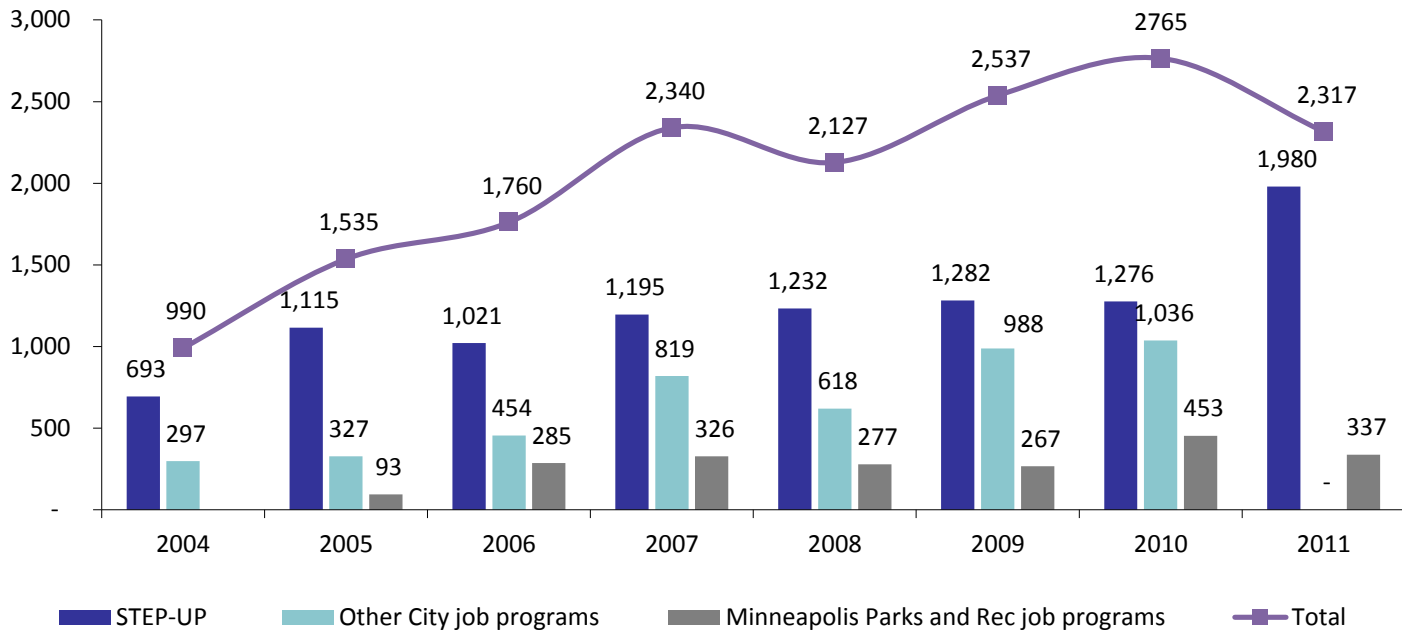
Number of STEP-UP Youth Completing STEP-UP Work Readiness Training**Why is this measure important?**

Pre-work training is critical to the success youth will have on the job. Employers respond favorably to youth who show up ready to work and are prepared with soft skills that allows for a rewarding experience for both employer and intern. STEP-UP applicants are evaluated as to their work readiness level and matched with the training option that best meets their needs. The most work ready youth spend 6-8 hours in training while youth just entering the workforce spend up to 14 hours in training.

What will it take to make progress?

Continued support in regard to funding will allow as many youth to be trained as possible. A concerted effort to invite all eligible youth that applied to STEP-UP occurred in 2012 and if this is to become the norm, additional funding will need to be acquired.

Number of Youth in STEP- UP and Other City Job Programs



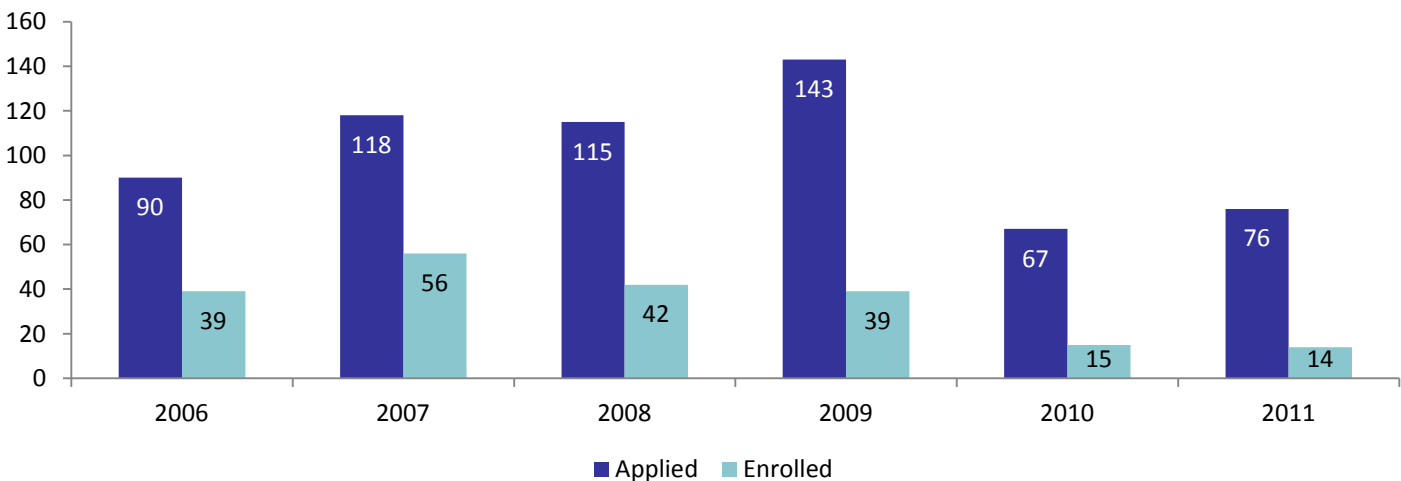
Why is this measure important?

STEP-UP recruits, trains and places youth, ages 14-21, in paid summer jobs with local employers and community-based organizations following work readiness training. Youth are provided with the opportunity to improve their work readiness skills, make employer connections and earn a wage while building their resume. This is critical to long-term youth development. Additionally, the City also supports youth in year-round job placements. (see information on next page) Success on the job often means youth will consider furthering their education via post-secondary options (see chart below and on next page)

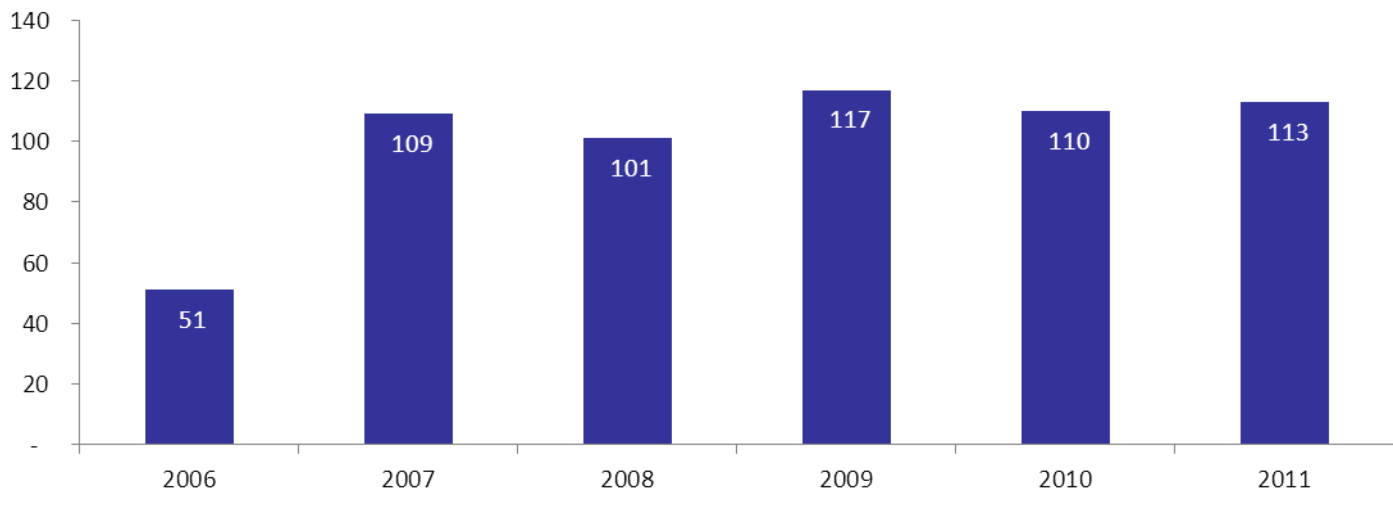
What will it take to make progress?

Continued funding from federal, state and local government as well as the support of the Mayor, STEP-UP advisors and the employer community is essential.

STEP-UP Participants who Applied and then Enrolled at the U of M



Year-Round Youth Job Placements

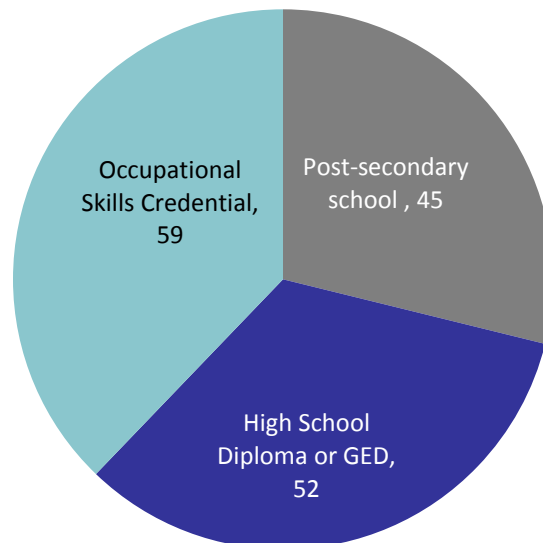


Year-round Workforce Investment Act (WIA) Program

Federal support allows for some year-round job placements. Youth must be economically disadvantaged and have at least one of the following at-risk barriers to be eligible for services: basic skills deficient, school dropout, homeless, runaway or foster child, pregnant or parenting, offender, requires additional assistance to complete an educational program or secure and hold employment and youth with a disability.

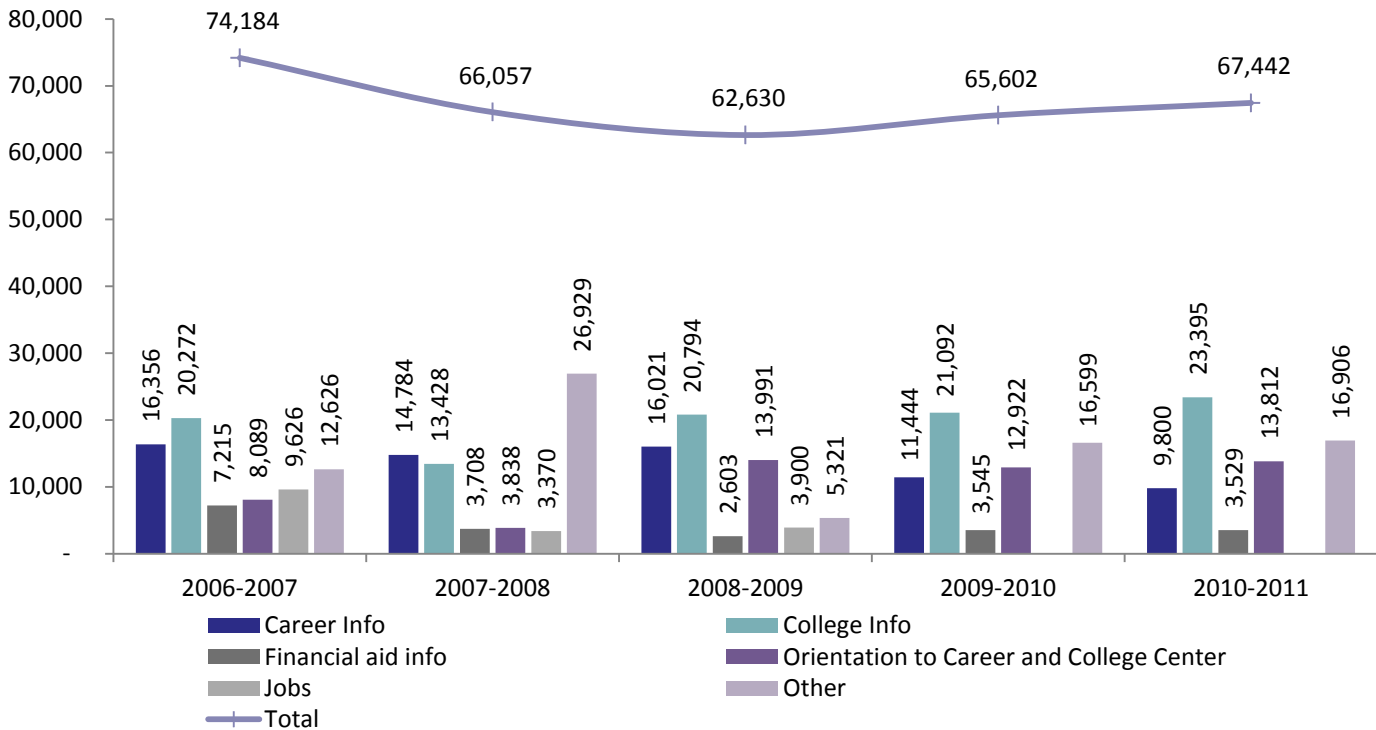
Other attainments made by year-round participants are also important to the long-term success of the youths career goals. Participants set individualized employment and educational goals with guidance from their case manager.

Other Attainments for Youth in Year-Round Program 4/1/11-3/31/12



Note: All attainments made during participation or by exit

Achieve Minneapolis "Connections"



Note: As of 2009-2010 job "connections" are no longer being tracked

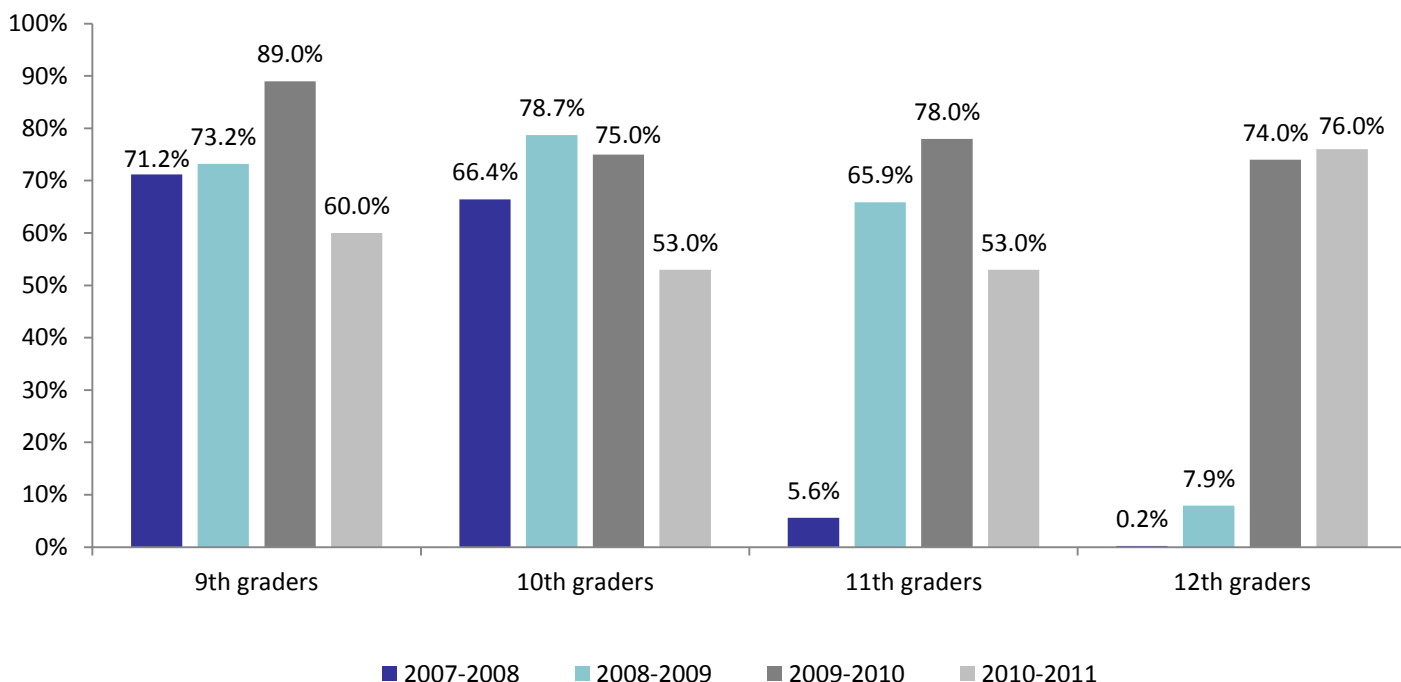
Why is this measure important?

The Career and College Center (CCC) coordinators offer students individual guidance on college searches, financial aid, and career opportunities. They host workshops for students and parents, organize job fairs and college visits, and invite hundreds of business and community leaders to share their skills and inspiration. CCC Coordinators make resources available to all MPS students, not a select cohort. Last year our coordinators had more than 13,000 one-on-one meetings with students.

What will it take to make progress?

Strong public and private funding remain crucial to the success of the Career and College Centers. In the last three years, MPS has supported approximately half of the CCCs operating budget. Due to district budget cuts, MPS is making budget reductions in all departments in FY 13, including the CCCs. We have had to reorganize and cut one staff position. We will meet the budget challenge in two different ways: building collaborations and utilizing volunteers more effectively. We are creating collective impact by convening both a Career Readiness Collaborative (CRC) and the Local College Access Network (LCAN). CRC brings together youth employment organizations including STEP-UP, Genesys Works, Junior Achievement and others. LCAN connects MPS with nonprofits working on college readiness, including Project Success, Upward Bound, and College Possible. We also are devoting considerable time and attention to building the capacity of professional volunteers to be connected with MPS in a sustained way.

Percent of Minneapolis High School Students with "My Life Plans"



Why is this measure important?

In 2010, My Life My Plan (MLP) became a graduation requirement for all MPS students. MLP is a series of grade-appropriate activities designed to help students develop the knowledge and motivation they need to make purposeful decisions about their goals beyond high school. Beginning in sixth grade, students meet milestones through activities to explore career interests. Juniors focus on college and career planning, and seniors focus on applications to post-secondary institutions, jobs, and the military.

What will it take to make progress?

There are two significant barriers to meeting our target of 85% of all MPS students achieving their milestones:

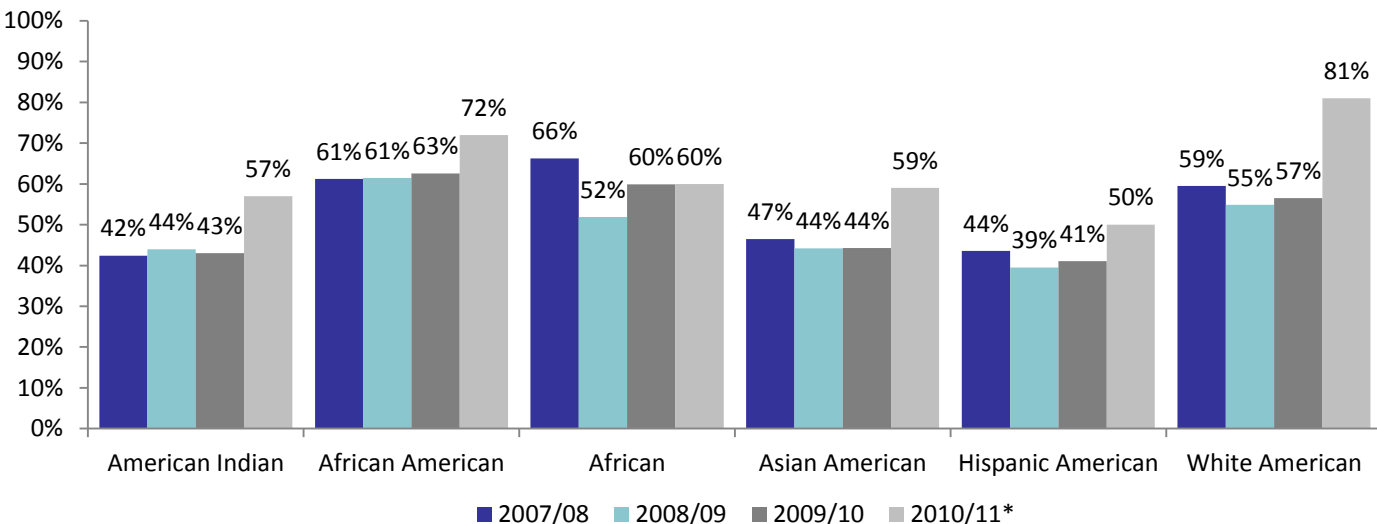
- 1) The high number of special education and ELL students who have difficulty with the tools.
- 2) Student mobility

We support special education and ELL students by offering counselors the opportunity to redesign MLP milestones that are educationally appropriate for individual students. We are supporting highly mobile students by improving automatic tracking of MLP milestones so the information is attached to each student rather than their school.

** Note on the 2010-2011 Data

Several technical problems impacted the collection of My Life Plan data in 2010-2011, so there was a significant under-count for that year. MPS implemented a new tracking system in December and problems continued to plague the system for the remainder of the school year. A new program, Success Planner, was successfully implemented for the 2011-2012 school year, so we are confident we will have accurate rates going forward.

8th Graders' Participation in Extracurricular Activities Broken Down by Race/Ethnicity



***Notes:**

Prior to 2011 (asked of 5th, 8th, and 11th graders): "How often do you participate in activities such as sports, drama, dance, music lessons, boys or girls clubs, youth programs at school or in the community? In the 2011 Student Opinion Survey (asked for 8th and 11th graders only): Do you participate in any of the following after-school activities? Sports (MPS Sports Teams and Intramurals); Music, Dance, Drama, Art Club through MPS; Robotics, Lego League, Chess Club, etc. through MPS;

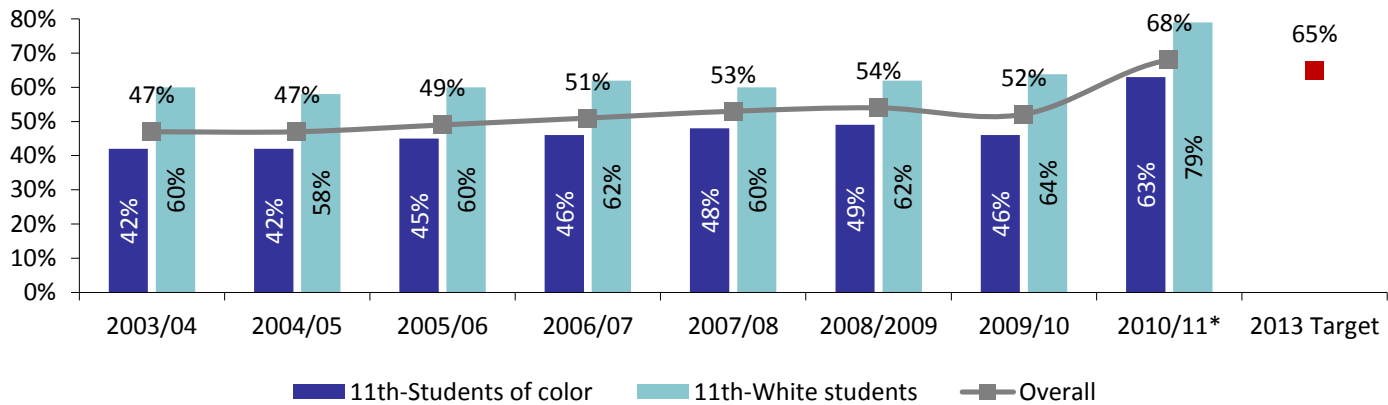
Why is this measure important?

Research has shown that students who spend no time in extracurricular activities, such as those offered in after-school programs, are more likely to use drugs and more likely to become teen parents than are students who spend one or more hours per week in extracurricular activities. Analyses of the Minnesota Student Opinion Survey of students who attend Minneapolis Public Schools shows that those not engaged in weekly activities were more likely to engage in antisocial behaviors, such as vandalism, theft, and fights. Lack of adult supervision between the time that students are sent home and the time that parents arrive home from work is among multiple contributing factors to juvenile delinquency. Beyond simply offering a supervised time, extracurricular activities offer children and youth opportunities to learn new skills such as conflict resolution, prepare for a successful career, improve grades and develop relationships with caring adults. These elements can be critical in helping youth develop in positive ways.

What will it take to make progress?

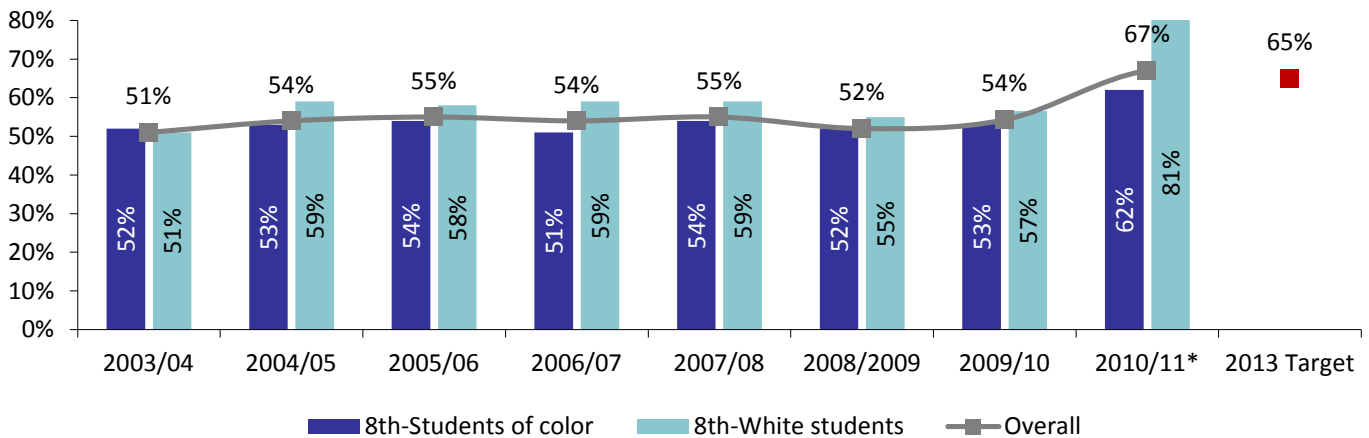
High quality, structured out of school time programs are environments that have the potential to support and promote youth's development because they: (a) situate youth in safe environments, (b) prevent youth from engaging in delinquent activities, (c) teach youth general and specific skills, beliefs, and behaviors, and (d) provide opportunities for youth to develop relationships with peers and mentors. Increasing involvement in out-of-school time activities involves addressing the barriers to participation by young people and the challenges faced by providers/organizations in offering quality opportunities. In addition to the research findings, young people identified these three key barriers to participation: 1) having other responsibilities at home (caring for younger siblings, needing to earn money to help the family budget), 2) lack of safe transportation to programs/opportunities; and 3) not knowing what is available.

11th Graders' Participation in After-schools Activities



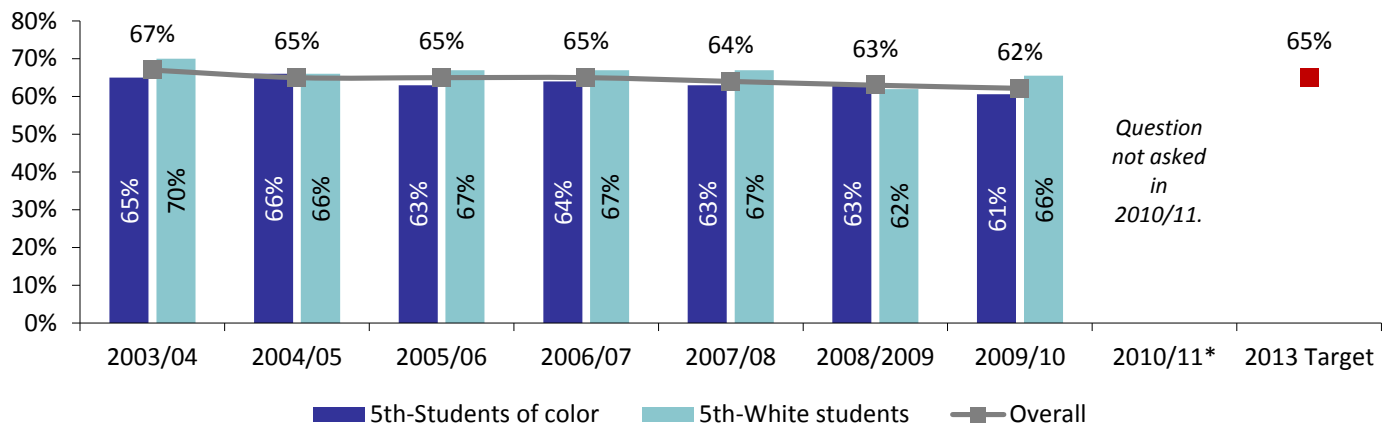
Note: Question changed in 2010/11, see note on previous page.

8th Graders' Participation in After-schools Activities

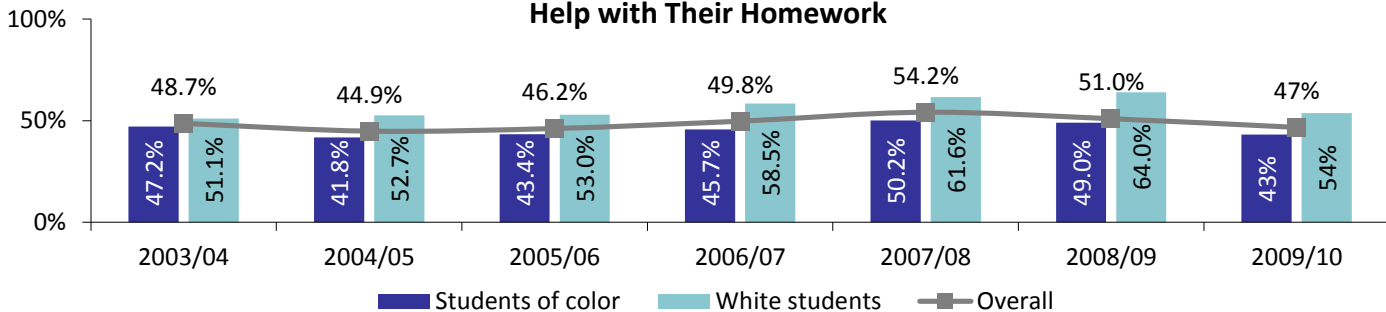


Note: Question changed in 2010/11, see note on previous page.

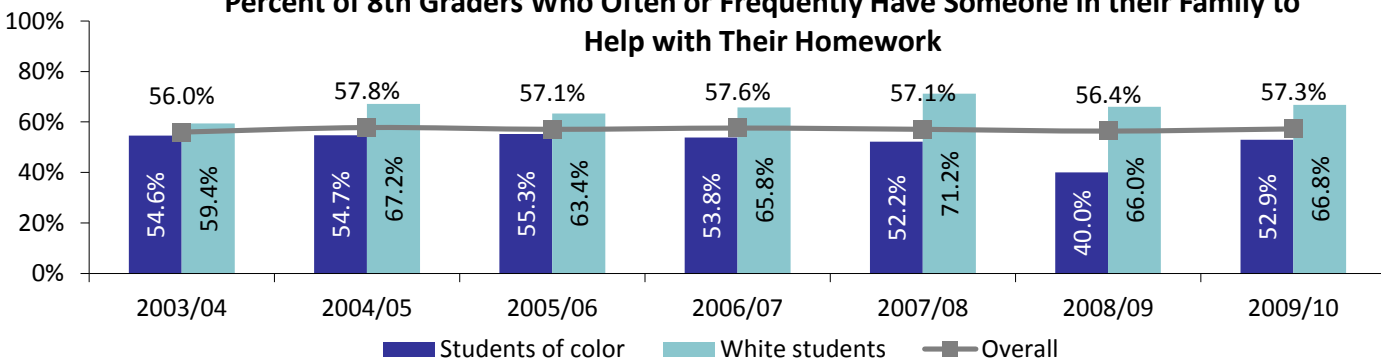
5th Graders' Participation in After-schools Activities



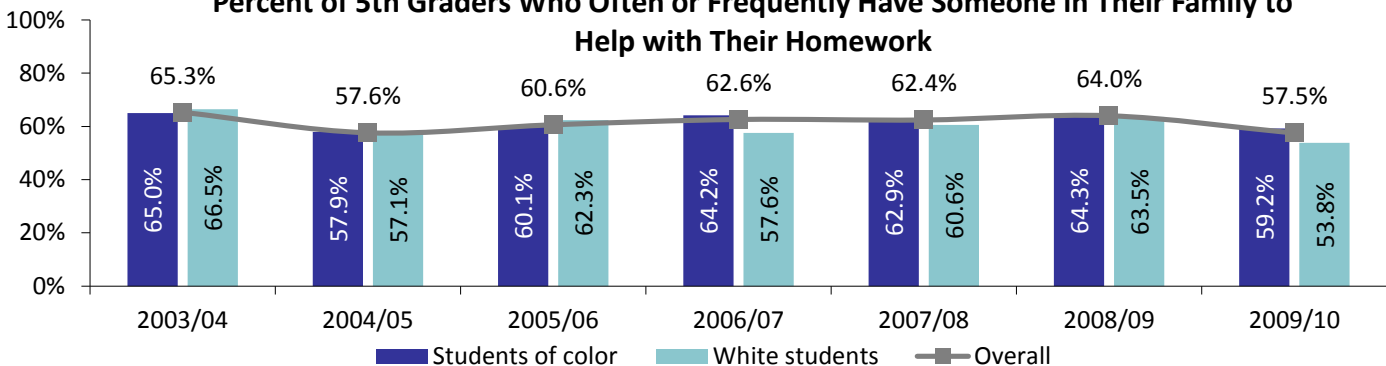
Percent of 11th Graders Who Often or Frequently Have Someone in their Family to Help with Their Homework



Percent of 8th Graders Who Often or Frequently Have Someone in their Family to Help with Their Homework



Percent of 5th Graders Who Often or Frequently Have Someone in Their Family to Help with Their Homework



Note: This question was not asked in the 2010/11 survey, so updated data is not available.

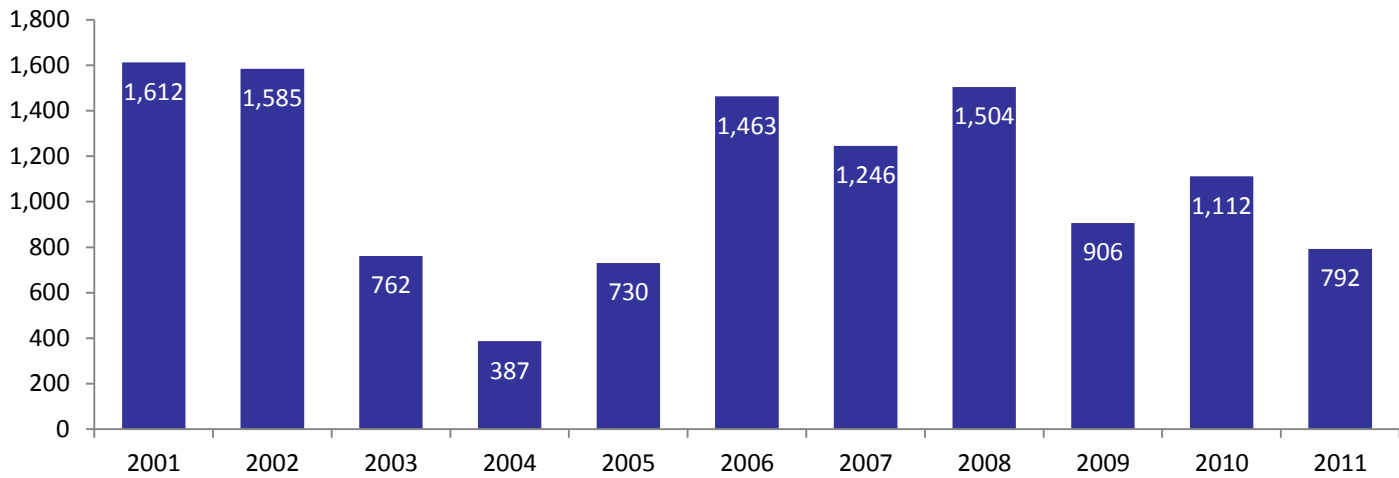
Why is this measure important?

Students who experience success at school and with their school work are more likely to be engaged with their school, interested in academic achievement and less likely to be involved in violence. Having someone to whom they can turn for help with their school work is among multiple contributing factors to ensuring success at school. This measure monitors how frequently students' engage someone in their family to help them with or to discuss their school work.

What will it take to make progress?

Parents, teachers, and mentors will need to work collaboratively to help students develop improved study habits and an attachment to school. Community agencies providing culturally-appropriate after-school care and activities will need to be involved in increasing homework time.

Number of Youth Brought to Juvenile Supervision Center for a Truancy Violation (2001-2011)



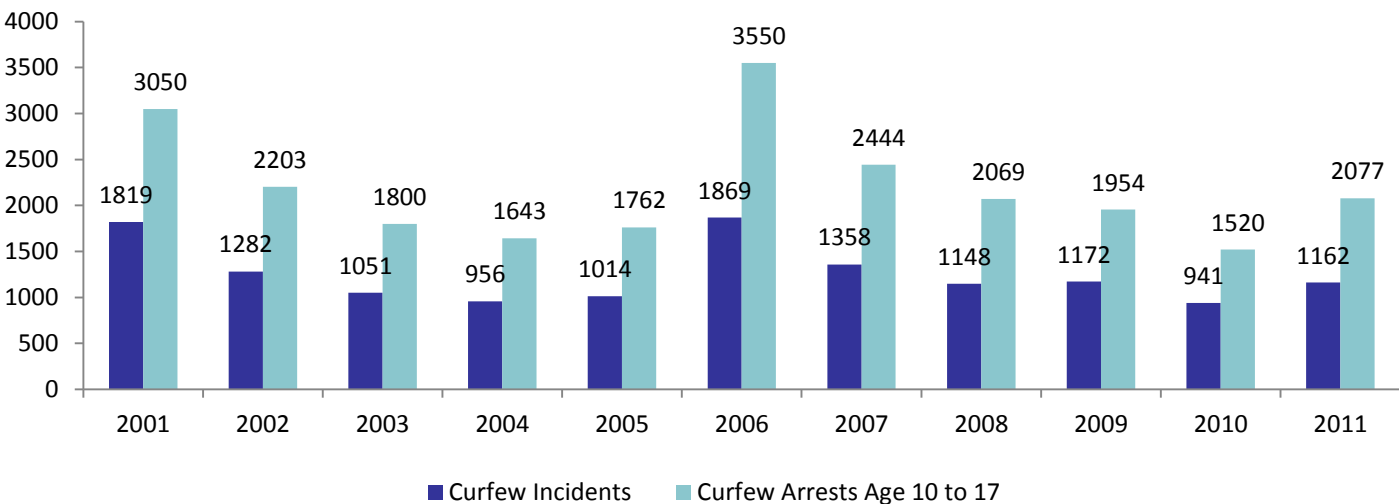
Why is this measure important?

Research has shown that children who commit curfew/truancy violations often are more likely to drop out of school, exhibit delinquency and have a higher risk of drug abuse. Curfew arrests are important because they work toward ensuring juveniles are not on the street and potentially in danger and it also reduces the ability for a juvenile to commit a crime if they are inside their home.

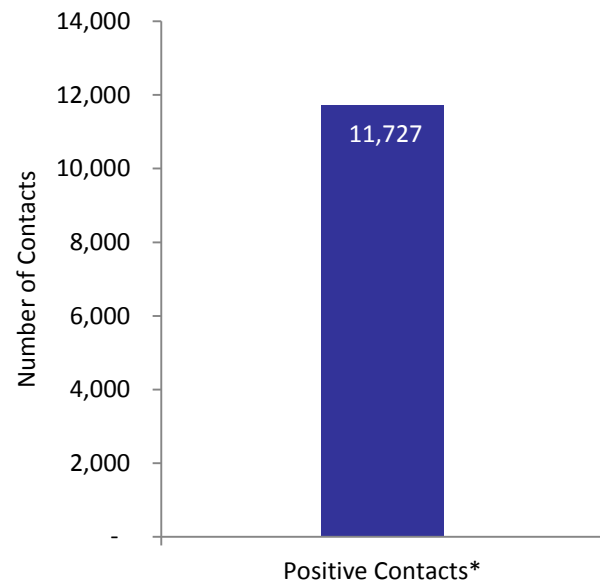
What will it take to make progress?

Delinquencies/truant behavior may be a pathway for later delinquency and criminal activity. We continue to be successful in reducing curfew and truancy violations, as evidenced by the significant juvenile crime decreases. On-going focus on curfew and truancy violators insures higher school attendance therefore reducing the number of crimes committed by these offenders. By emphasizing the importance of having officers bring youths to the Juvenile Supervision Center (JSC) ensures troubled youths are evaluated for risk and provided appropriate case management. Furthermore, having School Resource Officers engage with this population in and outside of school reduces recidivism.

Curfew Incidents and Arrests

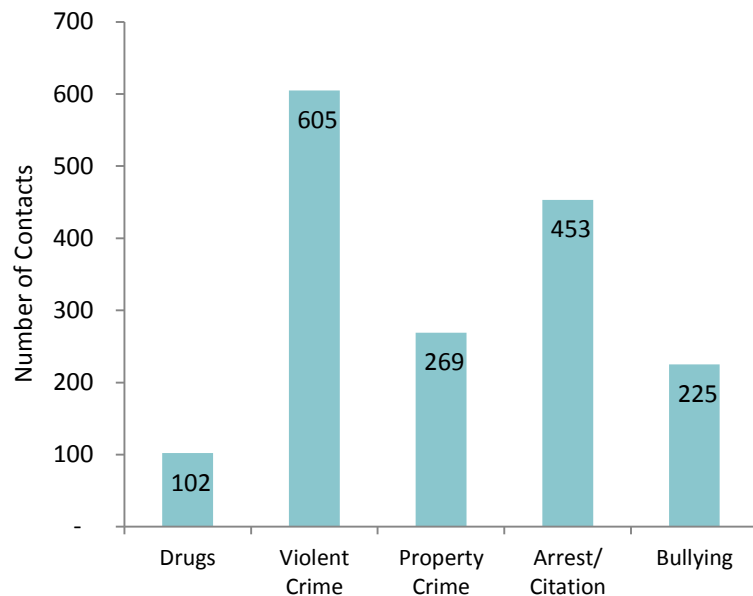


**Positive School Resource Officer
Contacts with Students
(September 2010 - March 2011)**



**Positive Contacts include classroom activities, criminal incidents that do not result in an arrest (eg. a warning), and other non-enforcement contacts.*

**School Resource Officer Enforcement
Contacts with Students
(September 2010-March 2011)**



Why is this measure important?

The School Resource Officer Program (SRO) is significant function of the Juvenile Division in terms of personnel and work hours. The MPD Juvenile Division has 16 SRO's and one community service officer. The role of the SRO is not only to operate from an enforcement position, but to connect with children and offer them a positive role model.

What will it take to make progress?

Through the SRO program, the Minneapolis Police Juvenile Division has sought to decriminalize school behavior issues and work with The MPD partners to offer more positive alternatives. Additionally, the Minneapolis Police department and other key partners have been

Speak-UP

The Minneapolis Police Juvenile Unit partners with The Minneapolis Public Schools in this program. Speak-Up is a hotline enabling young people to anonymously leave information about threats or potential acts of violence in the schools.

Safe Routes

The Safe Routes to School Initiative seeks to utilize resources such as MPD's Traffic Enforcement, precinct squad cars and SROs to partner with other city and school resources to ensure children safe paths to and from school.

SRO Summer Initiatives

In addition to their responsibility during the regular school year, the SRO's are asked to participate and in some cases develop positive, out-reach programs for Minneapolis youth during the summer months. Examples of these programs are listed below.

Bike Cops for Kids

This program has been operating for several years and was founded by SRO's themselves. Using donations from foundations and other outside organizations, the officers spend all day riding bicycles in specifically-selected, distressed neighborhoods. Using the donated funds, The "Bike Cops" purchase bicycle helmets to hand out to kids in those neighborhoods. The helmet is used not only to increase safety and lessen childhood injuries, but as a method to approach and develop a conversation with the youth. The program offers Minneapolis youth to meet police officers in a positive way. Officers also have a limited number of bicycles they can give to children who are "caught" wearing the bike helmets later in the summer.

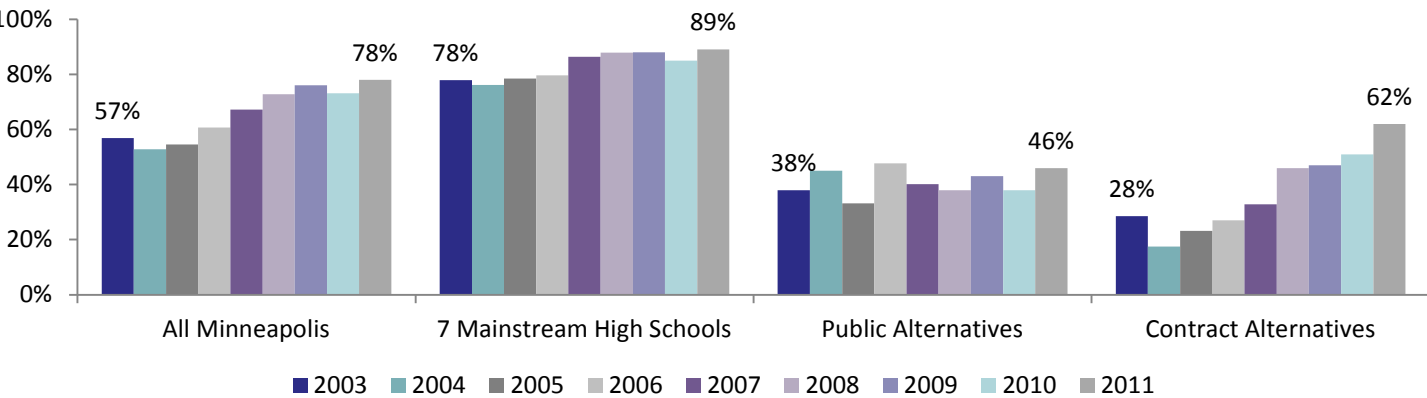
Summer Youth Employment Program

In this effort, SRO's are assigned as "team leaders" for youth groups who have been hired to participate in projects that are designed to benefit the city. The object is to meet the one of the main directives of the Mayor's Blueprint to Prevent Youth Violence" by placing a positive adult role model in the life of a child.

Police Activities League (PAL)

With school out of session, the need to keep kids active and engaged in positive activities increases substantially. SRO's are added to the staffing levels of PAL to enhance resources available to youth in Minneapolis.

Minneapolis Public High Schools Six Year AYP Graduation Rates



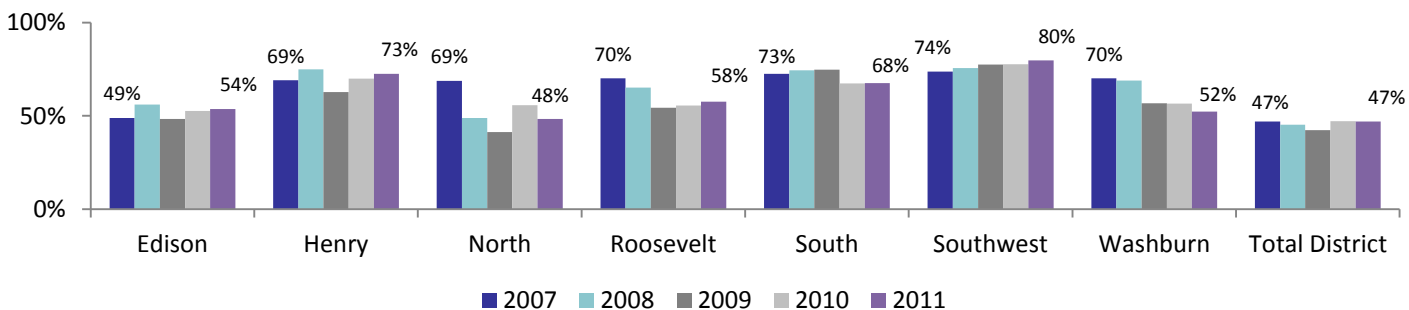
Why is this measure important?

Increased graduation rates and overall higher levels of educational attainment are associated with better public safety and economic outcomes than places that have lower educational outcomes. According to a Columbia University study, high school graduates tend to have more healthy lifestyles and are less likely to use publicly financed health insurance programs. High school dropouts are also at a greater risk of receiving other forms of public assistance, including federal welfare, food stamps and public housing. The research information estimates that if high school dropouts receiving assistance had earned a high school diploma, the total cost savings would be between \$7.9 and \$10.8 billion a year. High school graduation also serves as an important benchmark in the process of transition to adulthood and has a “normalizing effect” on the individual and leads to formation of more positive social networks. Furthermore, high school graduation correlates with increased access to desirable job markets, thus higher potential wage earnings, and an increase in critical thinking skills that serve to steer young people away from impulsive, harmful behavior.

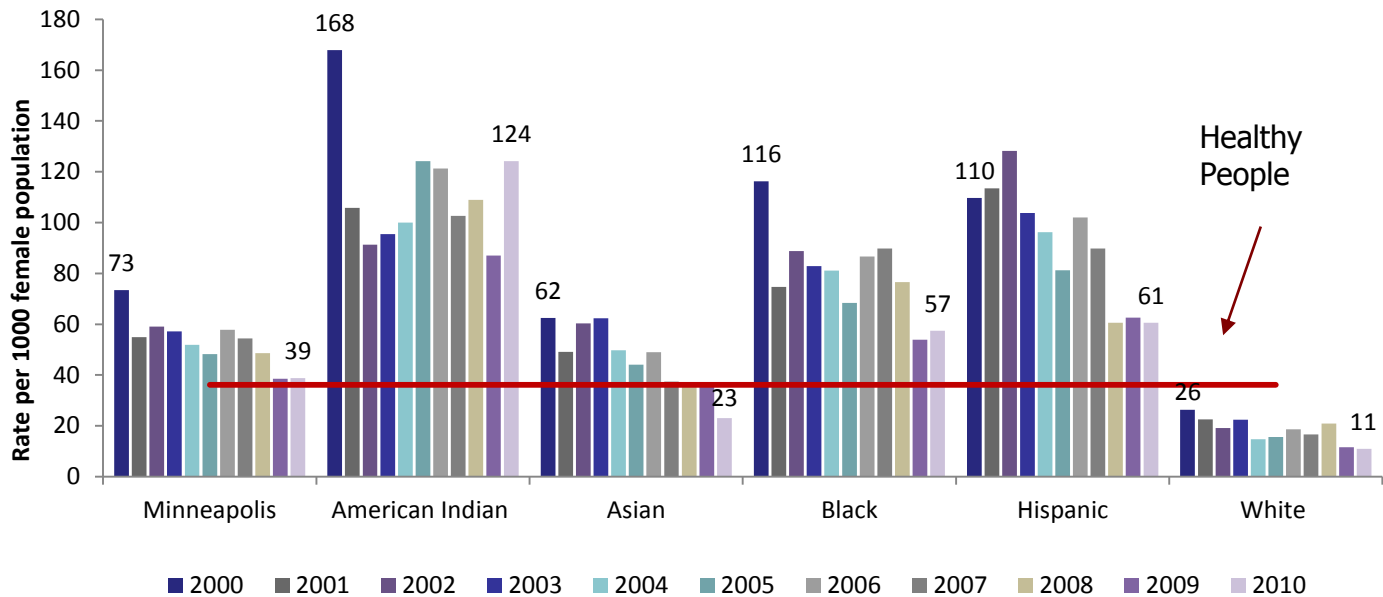
What will it take to make progress?

The low graduation rates of students of color, left unaddressed, will further widen the racial/ethnic gap between the haves and have-nots of Minneapolis. Efforts should be made on several levels to help young people finish high school. Most obviously, the education system must be seen as a long-term investment. While turning around individual schools and large districts takes time, it is crucial to creating *lasting* changes for communities in terms of more economically healthy communities, increased civic involvement and lower crime. Family-, individual-, community-, and school-based models or strategies to reduce school drop out and increase preparation for college and career should be adopted and implemented. Lastly, we must all reinforce our young people with messages encouraging them to pursue their K-12 and post-secondary education.

Minneapolis Public High Schools Four Year Graduation Rates (7 major high schools)



Minneapolis teen pregnancy rates by race/ethnicity (age 15-17)



Why is this measure important?

Having a child during adolescence increases the likelihood that a mother will not complete high school and that her children will be raised in poverty. Children born to teen mothers are much more likely to exhibit behavioral problems than children of older mothers and daughters of teen mothers are more likely to become teen mothers themselves.

What will it take to achieve the targets?

Teens who value education, are involved in school and community activities, and believe in the possibility of a bright future are less likely to engage in sexual relationships at a young age, and are more careful about using contraception when they initiate sexual activity. To reduce teen pregnancy, it is essential that young people receive medically accurate and science based reproductive health education. It is also important that they have access to “teen friendly” confidential medical care. To reduce repeat births to teen mothers and keep them in school, public health home visiting, child care and other support services are essential.

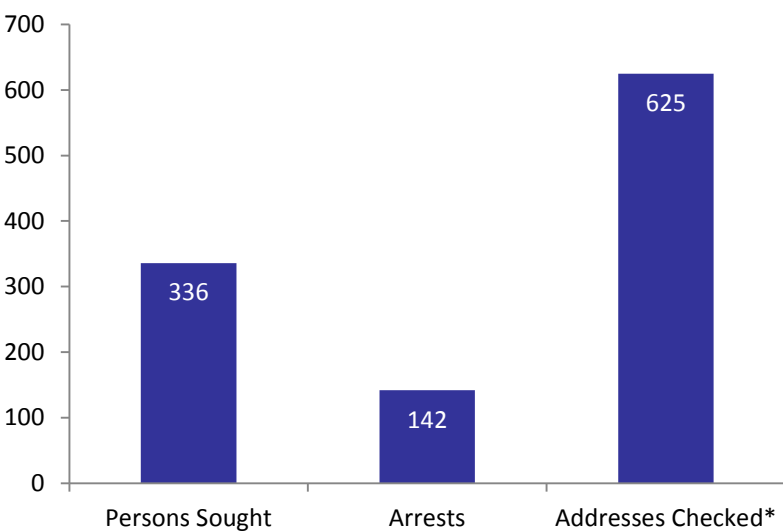
City of Minneapolis Strategies/Initiatives

1. Minimize barriers to reproductive health and family planning services by:
 - Providing adolescent friendly school based health services in Minneapolis Public High Schools (*Minneapolis School Based Clinics*); and
 - Targeted outreach to young males to connect them with reproductive health services (*Seen on Da Streets*).
2. Promote medically accurate sex education in public schools with emphasis on improving access to comprehensive sexuality education to Minneapolis youth in grades 6-8.

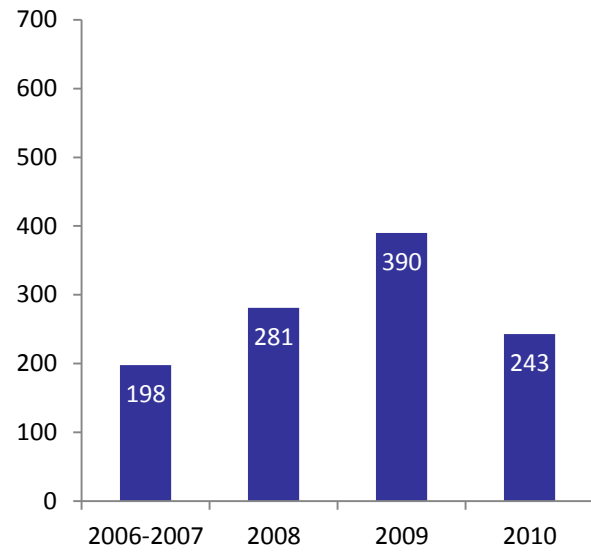
Continued...

3. Reduce incidence of subsequent pregnancies to teen parents ages 19 years and younger via public health home visiting services. (contract with Minnesota Visiting Nurses Association to implement the Minneapolis Teen Parent Home Visiting program)
4. Close the disparity gap in teen pregnancy rates for American Indian, Hispanic, African American and African youth by promoting/funding culturally specific teen pregnancy prevention initiatives. (currently working with Division of Indian Work)
5. Encourage community collaboration and coordinated service delivery for teen pregnancy prevention and services for pregnant and parenting teens (sponsorship of Minneapolis Urban Initiative for Reproductive Health; and Hennepin County Teen Parent Connection)

**Number of JCAT Visits
2011**



**Number of Home Visits to Kids on
Probation (2006-2010)**



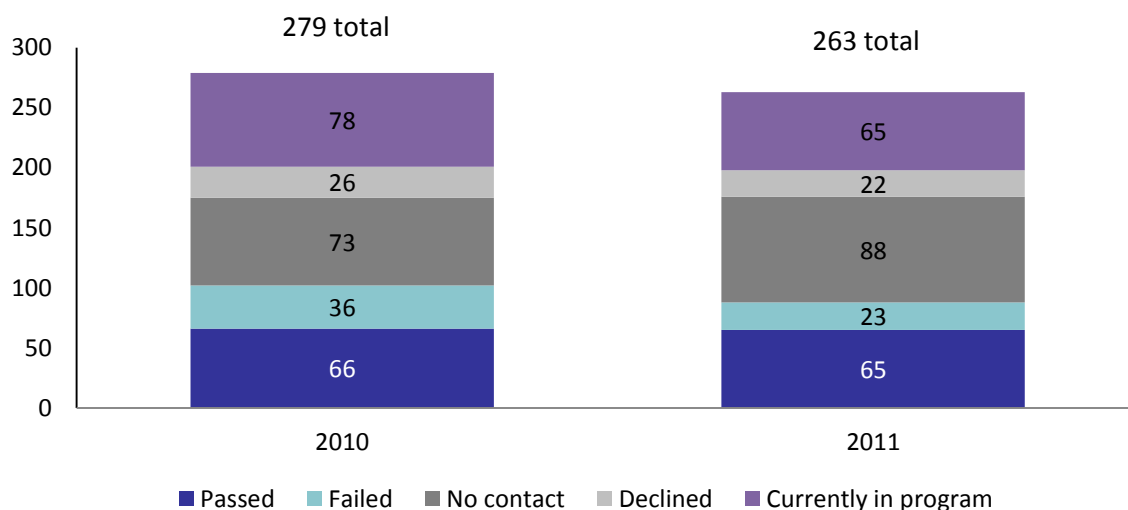
Why is this measure important?

The Police Department's Juvenile Crime Apprehension Team (JCAT) is not new, however the program has evolved significantly to better serve all citizens of Minneapolis. Formerly, JCAT focused primarily on locating and arresting juveniles with arrest warrants. JCAT did so by utilizing a loose affiliation of partners outside the MPD.

What will it take to make progress?

In 2011, the JCAT effort formalized a partnership with The United States Marshal's Service. Through this effort, JCAT has realized several benefits. For one, JCAT is able to sustain a more assertive and predictable presence focusing on juveniles. JCAT not only locates and apprehends juveniles with arrest warrants, but is also making home visits to juveniles who have "sign and release" warrants. Although juveniles with sign and release warrants are not placed in custody; that contact that is used to demonstrate to the youth in question that their past actions are taken seriously and they are being monitored. The intention is that this follow-up will result in a cessation of delinquent behavior or an expectation for accountability in the event of future delinquencies.

Outcome for juveniles offered the opportunity to participate in diversion program, 2010 and 2011



Why is this measure important?

Reviewing the numbers of youth who do not continue to commit crimes after receiving services from certain agencies will help us evaluate which activities are the most effective in this population.

Juvenile Diversion is a program geared to first-time, misdemeanor offenders. The purpose of the program is to offer juvenile offenders an alternative to the traditional juvenile justice system in an effort to change behavior and avoid the formal charges. To do this, The MPD Juvenile Division Partners with 12 non-profit organizations who specialize in youth related issues.

What will it take to make progress?

MPD works with the Hennepin County Attorney's office to divert juveniles who do not meet our criteria, through their Project deNovo. This program connects youth to community-based services and restorative justice programs as well. Increasing collaborative activities such as these help reduce the number of juvenile who commit crimes.

In 2011 The Minneapolis Police Department investigated 1472 “Missing Juvenile” cases or reported “Runaways.”

Since this is a new program, additional data is not yet available. Additional measures will be included for the next *Results Minneapolis* progress conference.

Why is this measure important?

In 2011 The Minneapolis Police Department investigated 1472 “Missing Juvenile” cases or reported “Runaways.” Many of these juveniles are repeat offenders. In 2011, the Minneapolis Police Department dramatically changed the manner in which these cases are investigated.

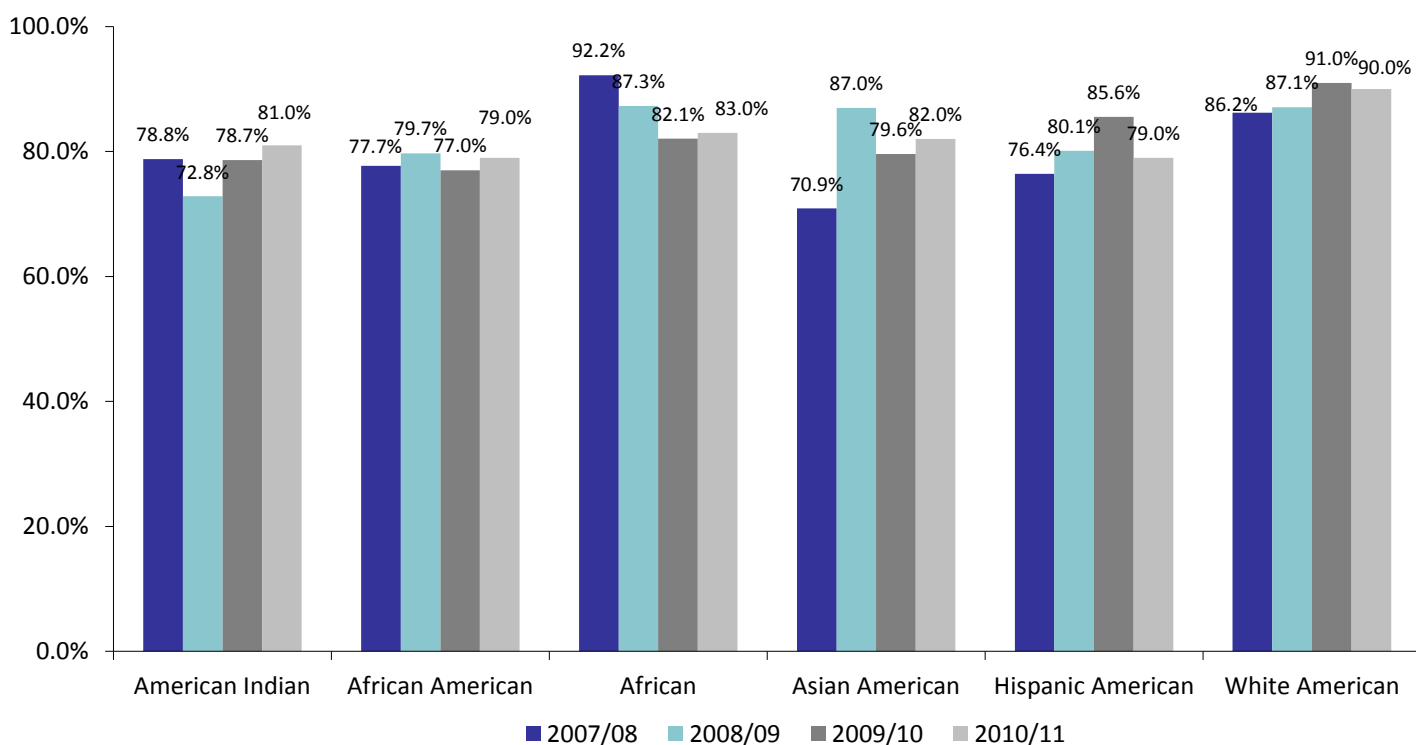
Prior to 2011, Missing Juvenile reports would be assigned as the reports came in to the Juvenile Unit with no consistency as to which investigator would be assigned the case and follow up on the cases consisted of merely making sure the child was returned home – the underlying reason for the youth absents was never explored. Often these juveniles would run again and eventually engage in other harmful behaviors to themselves or others.

What will it take to make progress in this area?

MPD now has two dedicated missing juvenile investigators who do nothing but work on these cases. These two investigators work daily with Hennepin County Human Service and Public Health (HSPH); another significant change from the standard practice. This partnership with Hennepin County enables both the MPD and Hennepin County to work together not only to see the child is returned home safely, but to identify the specific needs of the runaway child and the needs of the family and focus resources where needed.

The overall goal of this new program is to go past the surface issue of simply returning the child to his/her home to truly focusing on the root causes of the problem and correcting those issues.

Percent 8th Graders Who Agree or Strongly Agree They Feel Safe at School by Race/Ethnicity



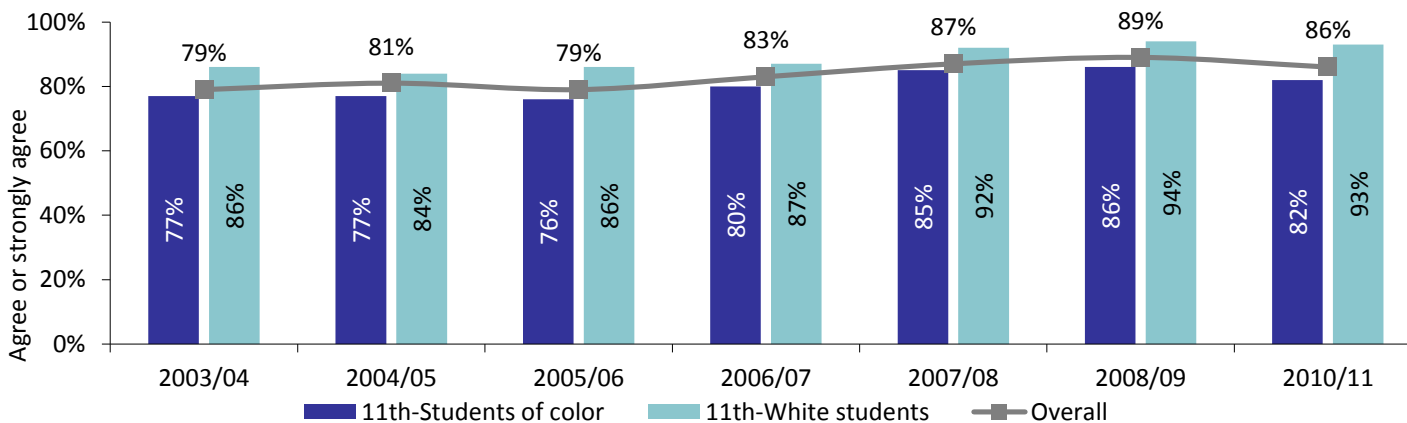
Why is this measure important?

Schools are an important environment for youth, a place where they spend a significant portion of their day. Youth who feel safe in their school environment are more likely to attend school and succeed academically than those who do not feel safe.

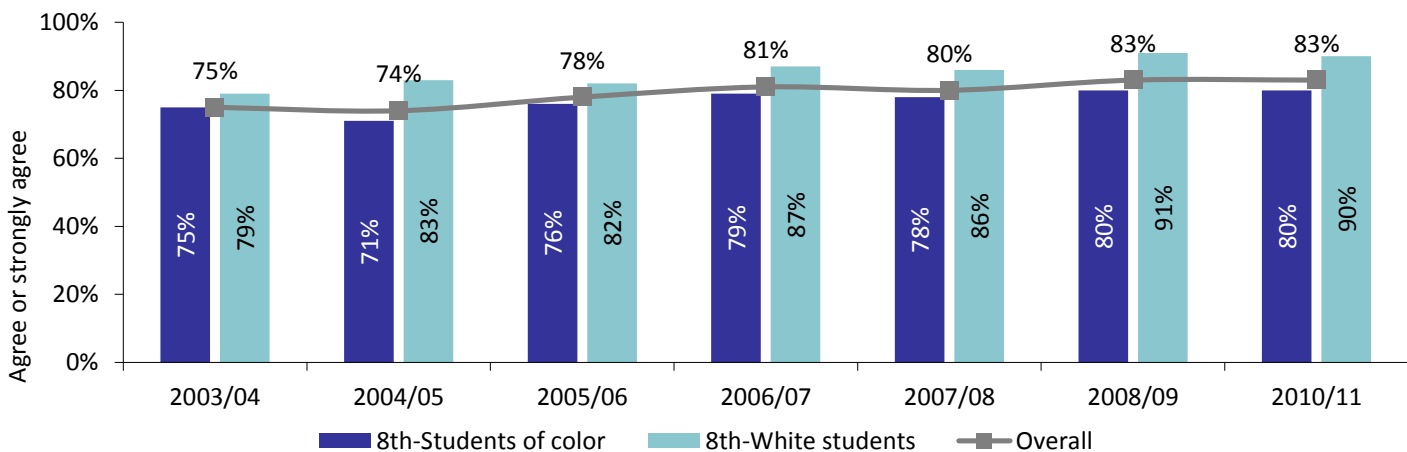
What will it take to make progress?

Improving classroom management skills by focusing on teacher-student communications and empowering teachers to provide a nurturing and caring environment in schools and classrooms can increase students' perceptions of safety. School officials can also provide students with a voice in the discussing how to reduce violent acts among their peers. Increased interaction between law enforcement and schools is needed to increase in-school safety as well as safety on school grounds and in surrounding neighborhoods.

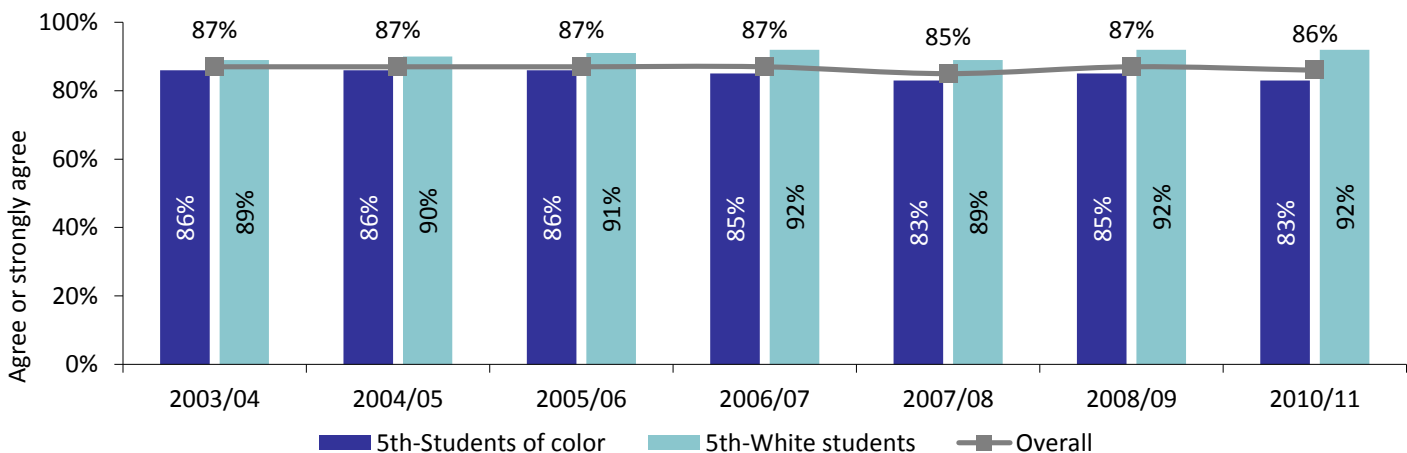
Percent of 11th Graders Who Feel Safe at School



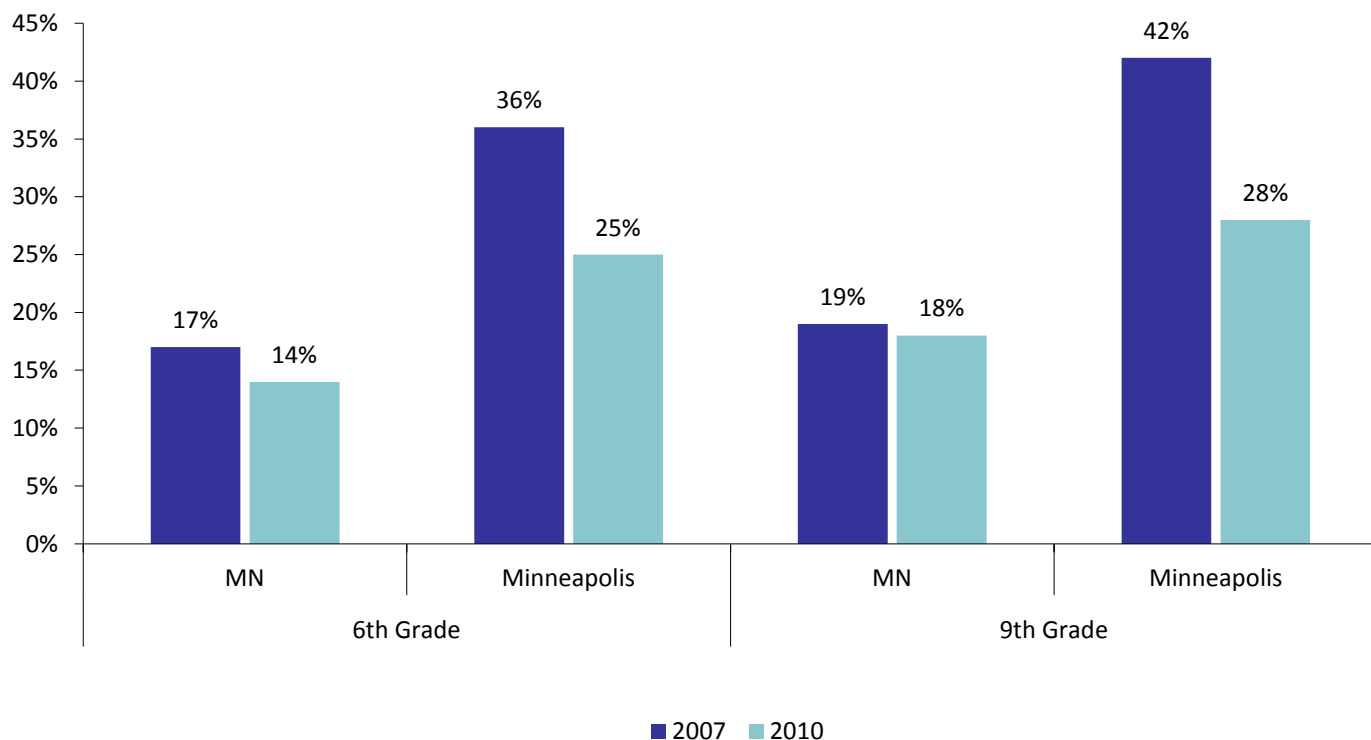
Percent of 8th Graders Who Feel Safe at School



Percent of 5th Graders Who Feel Safe at School



**MN Student Survey: Illegal Gang Activity is a Problem at this School.
(Students who agree or strongly agree)**



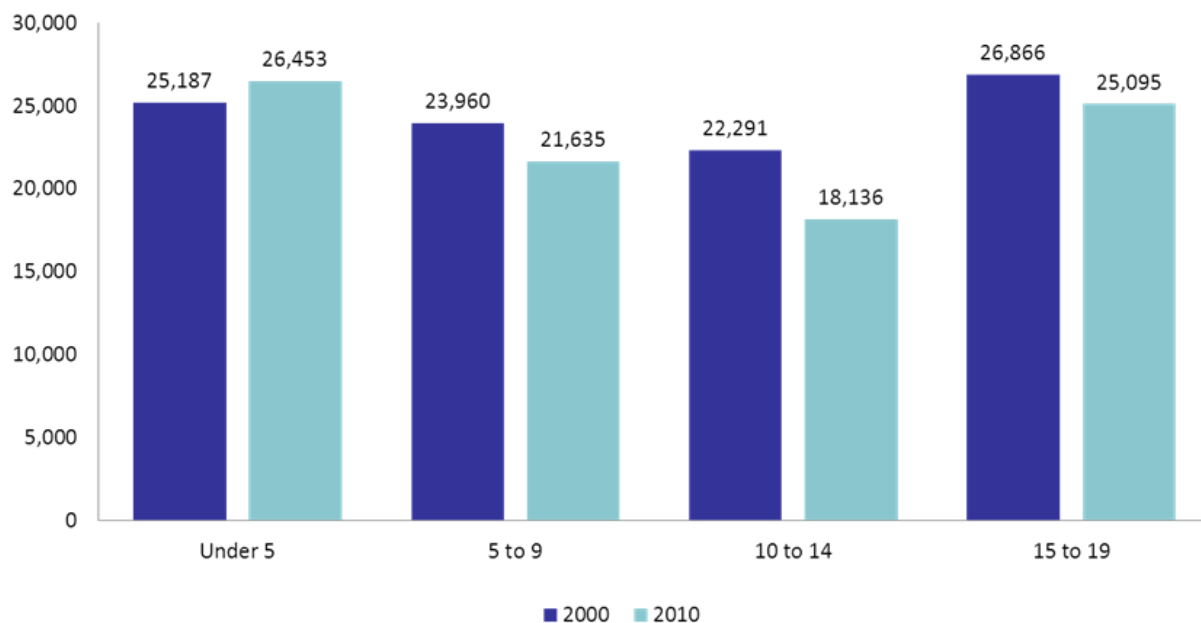
Why is this measure important?

The Minnesota Student Survey has a question that asks students about gang problems at their school. The survey is conducted every three years. The last survey was conducted in 2010. The following tables illustrate relevant results of the survey statewide compared to Minneapolis Public Schools. Only grade 6 and grade 9 data were included due to concerns over the reliability of grade 12 data at the Minneapolis level.

A wide disparity exists between perceptions of gang problems in the schools between Minneapolis Public School students and statewide. The proportion of students who perceive that gangs are a problem in Minneapolis Public Schools is nearly double the same proportion at the state level. For instance, twenty-five percent of sixth graders in Minneapolis reported illegal gang activity to be a problem in their schools, compared to fourteen percent statewide. Perceptions are similar between male students and female students, with slightly more 9th graders agreeing there is a problem compared to 6th graders.

Appendix

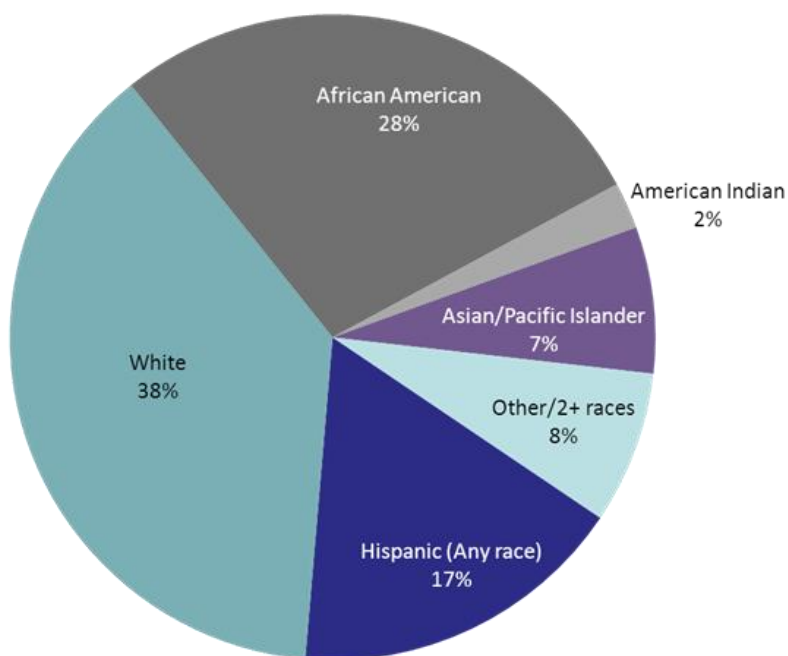
Number of Minneapolis Children by Age Group



Note: Total was 98,304 in 2000 and 91,319 in 2010.

Source: 2000 data from 2000 Census and 2010 data from 2010 Census

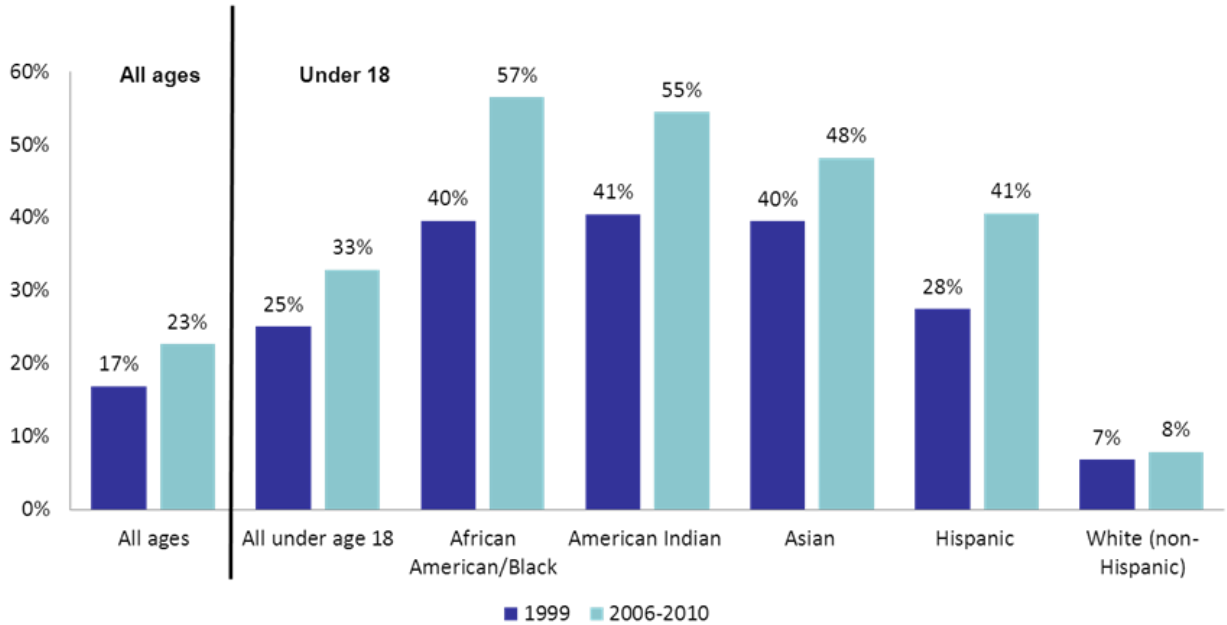
Race/Ethnicity of Residents Under Age 20, 2010



Note: Race/ethnicity categories are mutually exclusive

Source: 2010 Census

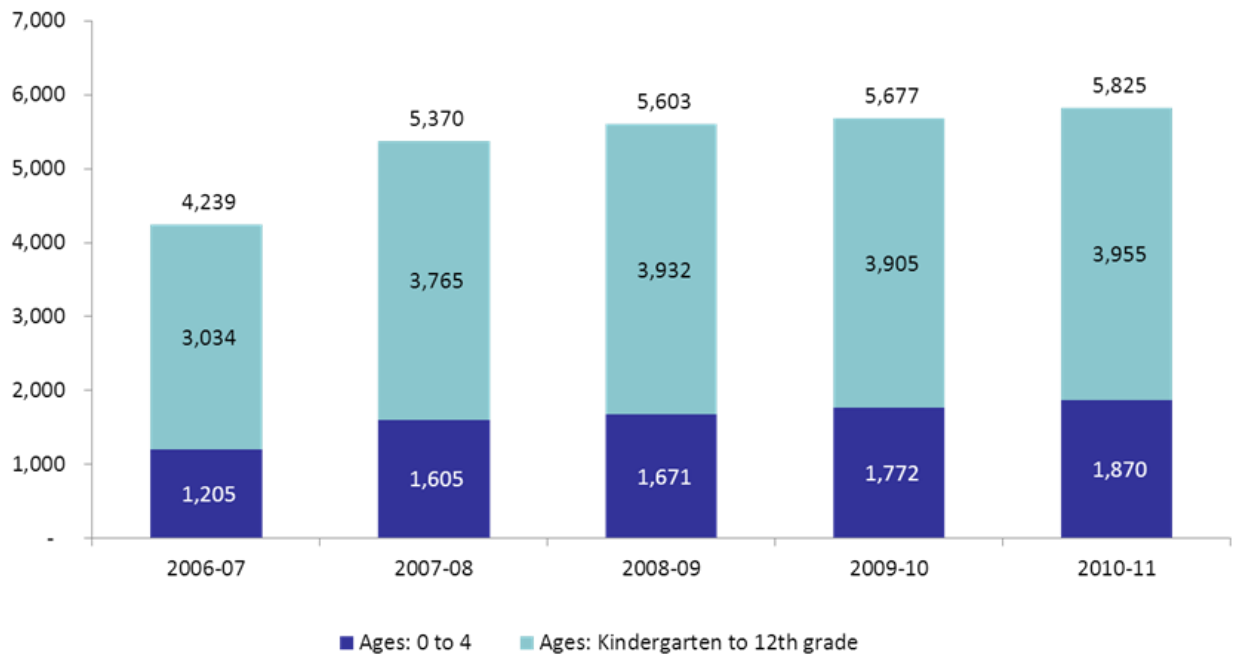
Minneapolis Poverty Rates (All ages and children under 18)



Note: The 2010 federal poverty guideline for a family of four was \$22,050

Source: 1999 data from 2000 Census and 2006-2010 data from American Community Survey (5 year estimates)

Homeless and Highly Mobile Students in Minneapolis (by school year)



Source: Minneapolis Public Schools